Speech-Language Pathology Program

Master of Science Program in Speech-Language Pathology
School of Rehabilitation Science

PROGRAM HANDBOOK
2022-23

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SECTION 1 – INTRODUCTION

WELCOME FROM THE ASSISTANT DEAN

Welcome to the Master of Science Program in Speech-Language Pathology! Our mission is to train excellent clinician-scholars who will work to maximize life participation for all people with communication and swallowing disorders. To achieve that mission, we use an educational framework focused on self-directed learning, problem-based learning, and small-group learning. This educational framework may be new to many of you, and the handbooks will be an important resource.

We look forward to your participation in the Mac SLP program and are excited to be part of your journey to excellence in clinical practice in Speech-Language Pathology.

HANDBOOK OVERVIEW

The Program Handbook is designed for students enrolled in the Master of Science Program in Speech-Language Pathology at McMaster University. It outlines specific academic regulations and general information related to the program.

It is the student's responsibility to be familiar with the information in this Program Handbook, as well as University policies and procedures referenced in this Handbook, the Graduate Calendar, and the University Senate Policy Statements. These may be viewed on the McMaster website. This Program Handbook supplements the policies and procedures outlined in the Graduate Calendar. This document is not intended to replicate or modify the information found in the School of Graduate Studies (SGS) Calendar.
https://academiccalendars.romcmaster.ca/index.php

If there is any discrepancy between this document and the SGS Calendar, then the School of Graduate Studies Calendar shall prevail, with the exception of policies that are approved by the McMaster University Senate.

Policies must be responsive to changes in the environment and may be revised. Students are advised to check "Avenue to Learn" (A2L), the McMaster learning management system, for the most up-to-date information. Complete versions of the policies may also be obtained from the Program Coordinator.

In addition to this Handbook, the Master of Science Program in Speech-Language Pathology provides a Clinical Education Handbook and course outlines for each class in the Program. The course outlines describe the requirements for the specific courses within each Unit and are supplemented by information about the Learning Objectives across all courses in the program. The Clinical Education Handbook lists information, policies, and procedures related to clinical placements and is distributed to students during Orientation Week. The Clinical Education Handbook is a supplement to the SLP Program Handbook.

PROGRAM ADMINISTRATION

Assistant Dean	Dr. Lyn Turkstra	turkstrl@mcmaster.ca ext. 27857
Director of Clinical Education	Justine Hamilton	hamilj13@mcmaster.ca 289-426-0846
Interim Program Manager	Liz Dzaman	dzaman@mcmaster.ca
Program Coordinator	Julia Lentle	slpadmin@mcmaster.ca ext. 27857
Interim Program Assistant	Catherine Cyran	slpadmin@mcmaster.ca ext. 27857

SECTION 2 – GETTING STARTED

PROGRAM AND NON-ACADEMIC REQUIREMENTS

Students are required to meet a number of program and non-academic requirements to progress in the program, many of which are related to health and safety for all individuals. Details can be found on A2L in the SLP Program "Class of…" site for each cohort. Students are required to maintain current non-academic requirements for the duration of their registration in the MSc(SLP) program. **Failure to maintain current requirements may result in the student being withdrawn from the program and/or clinical placement.** Note: Requirements include the Vulnerable Sector Check, which may not lapse at any time during either academic courses or clinical placements.

IDENTIFICATION BADGES AND PASS CARDS

- **University Student Identification Cards**
  Fully registered students (financially registered) will receive a University Student Photo Identification (ID) card with an ID number and bar code. For information regarding ID cards, including loss of ID cards, contact the Graduate Studies Office:
  GH 212, 905-525-9140 Ext. 23679
- **Faculty of Health Sciences/Hospital ID Badges/Anatomy Pass Card**
  At the beginning of the program, students will be issued a Faculty of Health Sciences/hospital photo-ID badge, which also serves as the Anatomy Lab pass card. The fee for obtaining this card is included in your Clinical Skills Kit.
  The fee to replace the card is $50 and is non-refundable. To obtain a replacement card, please contact the SLP Program Coordinator (IAHS 403) at slpadmin@mcmaster.ca.
  Badges are to be worn when in Hamilton Health Science hospitals and when in other health care facilities for clinical placement or educational purposes. Students must have their identification badge readily available at all times. Under no circumstances should students allow others to use their identification badge. Failure to produce identification upon request may lead to removal from the building by security staff. In the event that a student withdraws from the program, the hospital identification card must be returned to the program.

ANATOMY LAB TRAINING

The Anatomy Facility within the Education Program in Anatomy is under the auspices of the Chief Coroner of Ontario. It is therefore a restricted area with access limited to those who have a legitimate need to work with cadaveric material. Access is limited because of the regulations defined by the Chief Coroner as per the Coroner's Act. Furthermore, the University has a responsibility to those donors (and to their families) who bequeathed their bodies to us, to ensure appropriate use.

Students are required to undergo training before they are allowed access to the Anatomy facility. This training session is mandated; this means it is NOT optional. Student access cards will be activated when, and only when, they have completed proper orientation to the use and handling of human material. The anatomy program staff members enforce this requirement strictly, and students without an activated card will not be allowed access to attend resource sessions. Access cards allow Anatomy Staff to know how many people are in the lab at any time. Therefore, students must not attempt to gain access using another person's access card. This behaviour will not be tolerated and will be referred to the appropriate authorities.

IMPORTANT DATES & DEADLINES

Please see the Graduate Calendar. https://academiccalendars.romcmaster.ca/index.php

IMPORTANT LINKS

- **Mosaic -** https://epprd.mcmaster.ca/psp/prepprd/?cmd=login
- **Avenue to Learn (A2L) -** http://avenue.mcmaster.ca/

GENERAL INFORMATION

- **Change of Address/Name**
  Students may change personal information (e.g., name and/or address) within Mosiac. **It is imperative that this information is kept current in case of emergencies.**
  It is the responsibility of the student to inform the Program Coordinator of a change in name, address, or telephone number. The Program Coordinator's office is located in IAHS- 403.
- **Accommodations**
  Please contact the Student Accessibility Services Office to initiate an accommodation plan. During this process the student will meet with the Program Manager to review the policies and procedures. It is the student's responsibility to notify instructors at the beginning of each unit if they will be activating their accommodations. Please contact the Program Manager if you have questions or concerns.
  https://sas.mcmaster.ca/
- **Email Information**
  Information from the SRS programs and the University is sent regularly to students via their McMaster e-mail accounts. Email is a critical communication avenue and students are expected to monitor their McMaster email accounts at least daily.
- **Confirmation of Enrollment Letters**
  Occasionally a student requires a letter confirming enrollment in the program. Students may obtain this type of letter by logging into Mosaic (Student Services Center/ Finances) and selecting the "Course Enrollment" letter option from the drop-down menu.
- **Confirmation of Graduation Letters**
  Between the completion of Unit 5 and convocation, students occasionally require a letter acknowledging that upon successful completion of all requirements of the program, they are eligible to graduate in November. Students may obtain this type of letter by logging into Mosaic (Student Services Center/ Finances), and selecting the "Approved to Graduate" letter option from the drop-down menu.
- **Transcripts**
  More information about requests for transcripts can be found here:
  https://registrar.mcmaster.ca/services/transcripts/
- **Reference Requests During and Post Program**
  Students and alumni who request reference letters from School of Rehabilitation Science faculty and staff are required to fill out a Reference Request Form. This form is available from the program staff. Questions and concerns should be directed to the Program Manager.
- **Withdrawal Procedures**
  Students seeking voluntary withdrawal from the Speech-Language Pathology Program are requested to book an appointment with the Assistant Dean and the Program Manager. Please see the **Absence and Withdrawal** policies for compete details.
- **SRS Learning Resource Room**
  SLP students have access to the SRS Learning Resource Room (IAHS 307/A). The Resource Room is outfitted with resource books and journals, and is shared with the OT/PT/SLP and Rehabilitation Science Programs. The Resource Room may be used as the meeting room for the OT/PT/SLP Student Council. The pass code to the Resource Room is 403*.
- **Lockers**
  Lockers may be rented through Mohawk Building Services, located on the first floor. If you wish to rent a locker, please visit the following link: https://www.mohawkcollege.ca/mohawk-mcmaster-institute-for-applied-health-sciences-locker-rental-agreement
- **Posting Announcements**
  The Student Engagement Office administers the Mohawk College Posting Policy. Any posting on walls or areas not designated for specific programs or departments should be brought to the Student Engagement Office in IAHS 112 for approval. Any posting not bearing the Mohawk stamped approval may be removed without notice.
- **Photocopying/Faxing**

Students are responsible for their own photocopying. There is a self-service (paid) printing service offered on the 4th floor of IAHS. Costs and details are provided at the site of the copier.

- **Room Bookings- IAHS**
  Requests for booking space (e.g., classrooms, conference rooms) in IAHS must be directed to the Program Assistant. If room furniture is rearranged for specific classes/activities, it must be returned to its original configuration at the end of the class/activity, and garbage collected off the floor and disposed into designated bins in that rooms. Some spaces have a rental cost. For more information, see the "Student-Initiated Extra Curricular Learning Events" Guideline.

PROFESSIONALISM

- Professional Behaviour Code of Conduct
  - All Faculty of Health Sciences learners shall adhere to the Faculty of Health Sciences Professional Behaviour Code of Conduct for Learners (hereinafter "the Code") in all academic and clinical settings at all times. The Code is available here: https://secretariat.mcmaster.ca/app/uploads/Professional-Behaviour-Code-for-Graduate-Learners-Health-Sciences-2014.pdf
  - For the purposes of the Code, Faculty of Health Sciences learners, including post-graduate medical learners, shall be governed by this policy whether they are engaged in academic or clinical activities, engaged in administrative functions associated with their learning, or conducting or assisting in research, and whether the activities are on or off site and in in-person or virtual (online) interactions. The Code shall be applicable to all contexts and circumstances in which learners are, or could reasonably be considered to be, representing their educational program.
  - The Code describes three domains of professional behaviour requirements for all academic and clinical settings:
    - Professional Responsibility, Integrity and Accountability
    - Self-Improvement and Pursuit of Excellence
    - Respectful Professional Relationships and Communication
- McMaster is committed to an inclusive and respectful community. These principles and expectations extend to online activities including electronic chat groups, video calls, and other learning platforms. Students who are concerned about their classroom experiences are encouraged to contact the Equity and Inclusion Office (EIO), which is available to advise and assist students who may be experiencing any equity, accessibility, inclusion, harassment, discrimination or sexual violence concerns. The EIO can be reached at equity@mcmaster.ca or https://equity.mcmaster.ca/contact-us. We thank students for joining us in ensuring that our McMaster online communities are spaces where no one feels excluded and everyone is able to enjoy learning together.
- Students who have access to authorized live or recorded lectures or lecture-related materials (e.g., clinical videos) in a course may access these lectures and materials only for personal or group study and should not reproduce, share, or upload any recording or other class-related material to any publicly accessible web environment. Similarly, notes, slides, evaluations, and tests are for personal use only and should not be shared with others outside of a course.
- **Essential Skills and Attributes Required for the Study of Speech-Language Pathology**
  Students are expected to demonstrate the Essential Skills and Attributes Required for the Study of Speech-Language Pathology, from the Ontario Council for University Programs in Rehabilitation Science Specifically, students must be able to communicate with, examine, and provide care for all clients, and show respect for and interact with all peers — including those whose gender, ethnicity, culture, sexual orientation, or spiritual beliefs are different from students' own.
- **On-Line Behaviour**
  As a student enrolled in this course you have been granted permission to access A2L, the McMaster online learning management system. A2L course pages are considered an extension of the classroom and use is provided as a privilege subject to the same code of conduct expected in a lecture hall (see relevant section of the Code of Student Rights and Responsibilities below).

This privilege allows participation in course discussion forums and access to supplementary course materials. Please be advised that all areas of A2L, including discussion forums, are owned and operated by McMaster University. Any content or communications deemed inappropriate by the course instructor (or designated individual) may be removed at his/her discretion. Per the University Technology Services Code of Conduct, all members of the McMaster community are obligated to use computing resources in ways that are responsible, ethical and professional. Avenue to Learn Terms of Use are available at http://avenue.mcmaster.ca.

SECTION 3 – SPEECH-LANGUAGE PATHOLOGY

THE SPEECH-LANGUAGE PATHOLOGY PROFESSION

Speech-Language Pathologists (SLPs) are autonomous regulated health professionals with specialized knowledge, skills, and clinical training in the prevention, screening, identification, assessment, and management of congenital and acquired communication and swallowing disorders (http://sac-oac.ca/public/what-do-speech-language-pathologists-do). Service is provided to individuals of all ages in a variety of health care, education, and private settings. SLPs are in demand due to changing demographics, in particular due to increased needs among children and seniors. In children, an increased awareness of the importance of communication to positive academic, social, and vocational outcomes has fostered a rise in demand for SLPs in health, education, and private sectors. In seniors, a rise in life expectancy has meant an increased need to manage speech, language, and swallowing problems in older adults that are associated with stroke, brain injury and other neurological disorders. Indeed, the Canadian Occupational Projection system indicates that there is likely to be a shortage of SLPs between 2019 - 2028 (https://occupations.esdc.gc.ca) and SLPs are listed on Canada's Department of Citizenship and Immigration website as eligible for express entry to Canada in the Federal Skilled Worker Program (http://www.immigration.ca/en/fast-track-high-demand-occupations.html).

The SLP functions as a knowledge and clinical expert, communicator, collaborator, advocate, scholar, manager, and professional. A list of Essential Competencies related to each of these roles can be found in the National Speech-Language Pathology Competency Profile

SECTION 4 – THE SLP PROGRAM

PROGRAM REQUIREMENTS

The MSc(SLP) Program is a full-time course-based professional Master's program. It prepares students with knowledge, skills, and professional behaviours to practice as entry-level speech-language pathologists. Students will complete course work and clinical placements during their two study years. All courses are required. The MSc(SLP) program is intentionally designed to alternate academic blocks with placement experiences. Students are expected to apply skills learned during an academic unit into the subsequent placement, and then from the placement into the subsequent academic unit.

ACCREDITATION

The MSc(SLP) Program is accredited by the Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology (CACUP-ASLP) and was awarded a full 7-year term of accreditation in May 2022.

REGULATION OF PRACTICE

To practice in Canada, speech-language pathologists must be registered with the appropriate provincial or territorial regulatory organization, if such an organization exists, or with an equivalent regulatory body determined by that province or territory. Each regulatory body has a separate and distinct registration process; however, in all circumstances, a master's degree in speech-language pathology is required. Many regulated provinces also require SLP graduates to pass the Canadian Entrance to Practice (CETP) examination as part of the registration application with the regulatory body. SAC has created an information hub for the new CETP Exam.

Graduates from the MSc(SLP) Program will be eligible to apply for registration with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO). Students may choose to seek registration in other provinces or territories. While standards for registration in Ontario are generally similar to those in other provinces or territories, there may be some differences. Students planning to practice outside of Ontario must notify the Director of Clinical Education in their second semester of study of any requirements that differ from those in Ontario.

MISSION, GOALS, AND VALUES

Our mission is to train excellent clinician-scholars who will work to maximize life participation for all people with communication and swallowing disorders. A speech-language pathologist functions as a knowledge and clinical expert, communicator, collaborator, advocate, scholar, manager, and professional. We provide our graduate students with opportunities to develop knowledge and skills in each of these roles.

Our goal is to prepare speech-language pathologists who

- Communicate effectively and respectfully with clients, families, other providers, community organizations, and colleagues;
- Have “deep” knowledge of the discipline and understand the impact of contextual factors on clinical practice;
- Can think critically and problem-solve creatively;
- Are reflective practitioners;
- Advocate for the role of SLP and for the needs of clients and families/caregivers;
- Are flexible and adaptable in a changing health and education context;
- Engage in evidence-informed practice;
- Learn to grow as leaders in consultation, collaboration, education, and clinical practice;
- Approach clinical practice and their role with the spirit of curiosity and inquiry; and
- Are life-long learners.

To achieve this goal, the MSc(SLP) Program is committed to providing excellent and innovative educational opportunities for its students. We value critical thinking, respect, honesty, integrity, self-directed learning, and integrated academic and clinical education. Our program is deeply connected with the broader community of speech-language pathologists and other healthcare professionals, patients and their families, and other stakeholders. We value these community relationships and the perspectives of all members of the healthcare team.

PROGRAM EDUCATIONAL PHILOSOPHY

Self-Directed Learning

The philosophy of self-directed learning recognizes that with some guidance, adult learners should be able to take responsibility for their own learning. The more active students are in determining their own needs and learning goals, the more effective their learning is likely to be. Within broad guidelines, MSc(SLP) students are expected to determine: 1) their own learning needs; 2) how they will best set and achieve objectives to address those needs; 3) how to select learning resources; and 4) whether their learning needs have been met.

An overall goal of self-directed learning is to exercise the student’s capacity to think and discover during the process of gaining knowledge. The MSc(SLP) Program is designed to guide, stimulate, and challenge students in order to produce excellent clinician-scholars who will work to maximize life participation for all people with communication and swallowing disorders.

Although the MSc(SLP) Program emphasizes the importance of self-directed learning, it is not a self-paced program. Attendance and participation in tutorials, clinical laboratories, and other courses is required. MSc(SLP) students must demonstrate satisfactory progress via results of self, peer, and faculty evaluations. While the MSc(SLP) Program is student-centered, it is the mutual role and responsibility of

faculty and students to create an effective learning environment, select appropriate learning resources, effectively facilitate and support learning, and evaluate the learning process.

*Problem-based learning**

Learning based on problems represents an alternative to lecture-based, didactic instruction. In problem-based learning, students focus on a problem (or situation) within a small (7-8 student) tutorial group. Students bring to the examination of the problem all of their previous knowledge and experience as well as their ability to think rationally and critically.

As the student begins to ask questions, certain issues become well defined and require a search for additional information. After assembling the appropriate information, students synthesize a solution that includes a re-evaluation of their initial hypothesis (or hypotheses). The student learns how wrestling with any one problem opens up many other questions. Problem-based learning contributes to the student's motivation; enhances transfer, integration, and retention of information; and encourages curiosity and systematic thinking. Consistent with the problem-based learning philosophy, we select students not only on academic qualifications but also on personal characteristics and abilities, such as problem-solving ability, self-appraisal ability, the ability to relate to others, motivation to study speech-language pathology, and learning styles that are suited for learning at McMaster.

The educational system at McMaster is not ideal for everyone. Some individuals may enjoy working in tutorials, with self-directed and problem-based learning. Others may need or enjoy a more structured environment, and thus prefer a more traditional lecture-based learning environment.
* *Adapted from McMaster University School of Medicine*

Small-Group Learning

Small-group learning is a natural extension of problem-based learning. To maximize small-group learning, we believe it is important to bring students from various educational and work experience backgrounds together so that the heterogeneity of the group itself becomes a valuable learning resource. Transfer of knowledge is enhanced through the use of problems that encourage students to not only learn content, but also to develop strategies to recognize the 'analogy' or 'principle' that can then be transferred to new problems and contexts.

Interprofessional Education Activities

In order to provide effective patient care, speech-language pathologists must work in teams and in partnership with other health professions. Students in the Faculty of Health Sciences are expected to achieve learning objectives in interprofessional education (IPE) during their educational program, and are required to attend IPE activities scheduled by the SLP program. IPE activities tare sometimes embedded in courses and clinical placements, and at other times are offered through School of Rehabilitation Science or Faculty of Health Science initiatives. The latter include events offered through the Program for Interprofessional Practice, Education and Research (PIPER). For more information on PIPER and the learning opportunities available, visit https://fhs.mcmaster.ca/piper/. As self-directed learners, students are expected to continue to develop IPE competencies not only throughout their graduate program but beyond graduation as a practicing clinician.

PROGRAM LEARNING OUTCOMES

The following statements reflect the competencies with which students from the MSc(SLP) program will graduate. The successful MSc(SLP) graduate:

- Has a systematic understanding of human communication and its disorders across the lifespan, including key theoretical approaches and concepts that inform our understanding of human communication in health and disease.
- Understands the influence of health, economic, educational, social, and cultural factors on communication across the lifespan and in health and disease.
- Demonstrates knowledge of and critically evaluates published qualitative and quantitative research, and identifies gaps in knowledge and research methods to address those gaps.

- Applies knowledge, critical thinking, and problem solving skills to solve complex clinical problems.
- Engages in evidence-informed practice to provide efficient and effective client and patient care.
- Communicates effectively with patients, families, other health providers, community organization, and colleagues; as a leading member of a team, collaborator, advocate, and representative of the profession.
- Understands the limitations of his or her own knowledge and recognizes the value of other perspectives, methods, and disciplines.
- Is a self-directed learner and reflective practitioner: identifies areas for personal growth in knowledge and skills and develops plans to achieve that growth.
- Can work autonomously and collaboratively across practice settings. Is flexible and adaptable in changing healthcare contexts.
- Meets professional standards for integrity and ethical conduct.

LEARNING METHODS

Problem-Based Tutorials

Problem-Based Tutorials are central to the learning process. Students, in small groups, meet the course objectives by exploring a variety of health and professional problems likely to be encountered in practice. The focus is on problem-based learning to gain knowledge, and on clinical reasoning to apply and integrate knowledge within a relevant context. The tutor functions as a facilitator of learning rather than a disseminator of information. Tutorial size may vary from six to eight students. Tutorial group membership is changed from unit to unit to maximize interaction among faculty and students.

Clinical Skills Labs

Clinical Skills Labs provide students with the opportunity to acquire the skills needed to develop and implement assessment and intervention plans for clients of all ages. Lab sessions complement the health problems encountered in problem-based tutorials and facilitate the integration of theory and practice. Lab instructors include the course coordinators and clinical experts drawn from the faculty and the community. Class discussion, demonstration of techniques, practice sessions, community experiences, observation of performance and feedback to students are some of the strategies used to help students develop competence in core Speech-Language Pathology skills.

Large Group Seminars

Large Group Seminars are most commonly used in the Foundational Knowledge Courses, Inquiry Seminars, and Evidence-Based Practice Courses. Seminar sessions may include presentations by guest lecturers, small group activities, large group discussion, and student presentations.

Clinical Education

Students spend a total of 28-29 weeks in full-time clinical practice, with additional individual days possible for audiology placements. Clinical education courses take place in a variety of settings including in hospitals, schools, preschool speech and language programs, children's treatment centres, private clinics, home care, and other community organizations. During clinical placements, students practice under the supervision of clinical instructors, who are primarily Speech-Language Pathologists but may also include other health care providers. All expenses incurred by the student while completing clinical placements are the responsibility of the student. Please refer to the Clinical Education Handbook.

Learning Resources

The educational approach used in the program depends heavily on the use of learning resources. Students will access learning resources in order to meet their individual learning needs and to enable them to meet the specific objectives of each curriculum unit and the overall program goals. Identifying learning needs and accessing learning resources is largely a self- directed activity.
Examples of resources are:

- Health Care Problems: Health care problems are the principal resource used to stimulate learning in the small group tutorial setting. They are designed to reflect the important health problems of

individuals, groups, and communities served by speech-language pathologists, as well as broader professional issues. Health care problems are reviewed and revised annually by course coordinators with input from students, curriculum committees, community partners, and other content experts.

- Patients and Clients: Patients and clients are used as the primary resource for learning in the clinical education component of each unit. Under the supervision of a clinical instructor, students have the opportunity to integrate their knowledge, skills, and professional behaviours. Patients and clients also participate in academic courses.
- Standardized Patients: Standardized patients are individuals who are trained to simulate a health care problem. They provide opportunities for students to learn and practice clinical skills such as interviewing, assessment, treatment, or to explore attitudes, values, and professional behaviour. Standardized patients are also trained to provide constructive feedback to students.
- Reference Resources: Consistent with the emphasis on self-directed learning, students are expected to consult a wide variety of reference resources to address their specific learning objectives. These may include but are not limited to:
  - Books, journals, and government documents, which are available through the Health Sciences Libraries at McMaster University.
  - Resources from the College of Audiology and Speech-Language Pathology of Ontario, and Speech and Audiology Canada.
  - Audio-visual materials that are available through the Health Sciences Libraries at McMaster University, online platforms (e.g., SimuCase), and other sources
  - Online course materials available in A2L as part of curricular units.
  - Software for word processing, desktop publishing, statistics and graphic packages, computer-assisted instruction, and literature searching.
  - Anatomy and pathology resources, which include both anatomical specimens (e.g., prosections, plastic models), and digital content (e.g., MacAnatomy, self-study modules).

STUDENT EVALUATION

Student performance is evaluated on a regular basis throughout the MSc(SLP) Program, using a variety of evaluation tools that are consistent with the basic principles of problem-based and self-directed learning.

The evaluation process can be formative or summative and as such, it provides valuable feedback to students to enhance their learning. Evaluations are also used to assure faculty, students, clients, and society that graduates possess the required knowledge, skills, and professional behaviours to function as competent professionals.

Evaluation presents a challenge for any curriculum. A curriculum based on problem-based, self-directed learning lends additional dimensions to this challenge. As no single evaluation method can assess all domains of learning or competence, various methods must be used. The choice of the evaluation method or tool is based on educational value (e.g., formative or summative), learning objective domain (e.g., knowledge vs. skills), measurement instrument properties (e.g., reliability, validity, generalizability), and feasibility (e.g., time needed, resources required, costs).

Student evaluation methods and tools used in the MSc(SLP) Program include the following:

- Self- and peer-evaluations. Tutorial performance of the group as a whole and of each of its members (including the tutor) is evaluated on a regular basis throughout each unit. The final tutorial participation grade is based on professional behaviour, group process skills, clinical reasoning, and evidence-based practice.
- Written exams. Knowledge may be assessed using written exams that use a short-answer format, multiple choice questions (MCQs), or modified essay questions (MEQs). MEQs are designed to assess aspects of clinical reasoning and problem-solving using a paper problem as a stimulus. The MEQ presents the student with progressive amounts of information about a practice problem in a sequence predetermined by the examiner. At successive stages, the student responds to the

information and is asked to make and explain his/her decisions.

- Papers. Written essays and other papers are used to evaluate knowledge, critical appraisal skills, critical thinking, analysis, and synthesis skills. Papers test the understanding of principles or relationships, foster independent thinking and learning, and develop and evaluate writing skills. Papers are assessed on content, organization, style, and mechanics.
- Assignments. Assignments are used to evaluate the practical application of knowledge and skills. Depending on the knowledge and skill being assessed, assignments may be timed or untimed and may be submitted in written, audio, or video format.
- Direct Observation / Objective and Structured Clinical Examination (OSCE). These evaluation methods are used primarily to evaluate technical and behavioural skills. This type of practical examination is often used to evaluate interviewing skills, assessment techniques, or use of therapeutic interventions but has the potential for testing a wide range of knowledge and clinical skills. In Clinical Skills Labs, each evaluation involves one or more stations where students must demonstrate a specific skill or technique with a standardized patient. Evaluation criteria are determined in advance on the basis of course learning objectives. A standardized rating form is used for evaluation by the examiners. Safety and professionalism are included within the evaluative criteria. On clinical placements, competencies are evaluated via direct observation of student performance throughout the placement.
- Presentations. Presentations are also used throughout the program. A health care professional must be able to articulate and defend an opinion or position, and, to present information and ideas in an organized and clear manner. To help the students develop these skills, individual and group presentations are used as evaluation components in most units.
- SMART (Specific, Measurable, Attainable Upon, Relevant, Time-Based) Goals and Reflection Logs. These are used to evaluate student performance during clinical placement experiences and for remedial work, in order to reinforce the student's role as an active participant in the process of learning, rather than a passive recipient. In the professional preparation setting, SMART Goals and Reflection Logs allow the student to meet program objectives and also pursue individual objectives.

Please see the course outlines for grading guidelines and the policy on late assignments and late/missed tests and exams (including OSCEs)

REVIEW OF STUDENT PROGRESS

All students seeking to practice as a speech-language pathologist are expected to demonstrate clinical performance consistent with the minimum standards and clinical competencies of graduate study. This performance is expected to be developmental, reflecting increasing levels of clinical skill and independence over the two years of the program. Only those students whose clinical performance is consistent with such standards will be recommended to graduate.

Graduate student progress is overseen by McMaster faculty and registered clinicians. Student progress includes progress in academic coursework, clinical skills, and professional attributes required of all students at graduation. Student progress in the program is regularly reviewed by a Program Academic Standing Committee (PASC). The PASC is responsible for determining if a student may proceed to the next term of study.

The program may, in appropriate circumstances, defer or remove a student from a clinical placement if the student fails to meet program requirements, including but not limited to requirements for professionalism, ethical behaviour, knowledge and skills, and communication. Failure to meet any requirement may result in restrictions or termination of a clinical placement or other program experience. In most cases termination of the clinical placement constitutes a failure, will result in the student receiving a grade of F in the course, and may result in dismissal from the program.

It is program policy that all in-unit grades, including exams, will be posted as soon as the grading is complete.

REMEDIATION (PASC)

GUIDELINE FOR REVIEW OF STUDENT PERFORMANCE AND PROGRESS MASTER OF SCIENCE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

The PASC meets upon completion of each university-based term and at the end of each placement, to review students' academic and clinical progress, discuss any concerns (e.g., safety, course grades, professionalism), and determine if students are in a position to proceed in the program. To proceed in the program, students must:

- achieve a grade of at least B- in each course,
- receive a PASS in each Speech-Language Pathology Program Clinical Placement Course (see Clinical Education Handbook for Pass/Fail Guidelines), and
- consistently demonstrate professional behaviours as per the FHS Professional Behaviour Code of Conduct for Learners.

If students do not meet these criteria, the PASC has the authority to require formal remediation through enrollment in a remediation course. Remediation is intended to support students to address learning gaps in an effort to enable them to meet academic expectations. The PASC also has the authority to make recommendations for withdrawal from the program.

The following actions may be considered by the PASC:

1. As part of its deliberations, the PASC will consider all relevant evidence, which includes, but is not limited to: each student's overall academic standing and progress in the program to date, documentation related to specific course components or evaluations, and documentation related to specific events or circumstances considered relevant to the review of a student's progress.
2. If a student fails a course as determined by the PASC, he or she is assigned a grade of F for the course grade. The PASC will then make a determination if the student is eligible for formal remediation.
3. If the student is eligible for formal remediation as determined by the PASC, and if the student chooses to undertake the formal remediation, he or she will register for the appropriate remediation course. If the student successfully completes the remediation course, a grade of PASS will be assigned to that course. The student will then be eligible to continue in the program in good academic standing. If the student is unsuccessful in completing the remediation course, a grade of FAIL will be assigned, and PASC would make a recommendation for required withdrawal to the Associate Dean, Graduate Studies (Health Sciences).
4. In some situations, the PASC may determine that to support current or future student performance, it is necessary for information to be conveyed to a future evaluator as part of remediation.
5. If a student is not eligible for formal remediation as determined by the PASC, the PASC would make a recommendation for required withdrawal to the Associate Dean, Graduate Studies (Health Sciences). A student is not eligible for remediation if:
    a) he or she fails two courses in one term (constitutes 2 failures); or
    b) he or she has previously enrolled in a remediation course; or
    c) the PASC determines that the deficits are significant and remediation would not result in the student meeting academic expectations.

All recommendations of the PASC concerning required withdrawals will be forwarded to the Associate Dean of Graduate Studies (Health Sciences) who makes a decision on the recommendation on behalf of the Graduate Admissions and Study Committee.

Typical Procedures:

1. If the PASC makes a recommendation for remediation or withdrawal, the student will be notified as soon as possible by the Assistant Dean.
2. If the recommendation is for informal remediation, the student will typically receive a letter from the Assistant Dean as Chair of the PASC.

3. If enrollment in a remediation course is required by the PASC, the Assistant Dean and/or Director of Clinical Education will typically request a meeting with the student to review the remediation process. The student will also receive a letter from the Assistant Dean as Chair of the PASC. NOTE: Students who undertake a remediation course may incur additional tuition and supplementary fees, and/or may be required to extend the duration of their studies within the program.
4. If the PASC makes a recommendation for required withdrawal, the Assistant Dean will typically request a meeting with the student to review the process. The student will also receive a letter from the Assistant Dean as Chair of the PASC. The student will submit their hospital identification/anatomy badge. The program will complete the Request for Change in a Graduate Student's Status form and forward this to the Associate Dean, Graduate Studies (Health Sciences), who will make a decision on behalf of the Graduate Admission and Study Committee.

Disclaimer: If there is a discrepancy between the electronic copy and the written copy held by the Guideline owner, the written copy prevails.

SECTION 5 – PROGRAM CURRICULULM OVERVIEW

The MSc(SLP) program is a course-based, full-time program that is 23 months in duration. The program consists of 5 units of study of required courses with no electives. Clinical placements follow each academic unit and vary in length from 2 weeks following Unit I to 8-9 weeks following Unit 5. Throughout the program, there will be a total of 28-29 full-time clinical practicum weeks, with the potential of additional individual days to obtain any needed audiology hours. There are 12 weeks of break throughout the program. The specific timing is subject to change and based on availability of clinical placements.

Throughout the program, there will be several academic, off-site field trips. Students are responsible for arranging their own transportation to and from field trip locations for all components of the courses. All field trips are mandatory. See individual course outlines for details.

Unit 1
SLP 712: Clinical Skills Lab - There are no off-site field trips in Unit 1 Clinical Skills Lab. However, there may be two, 1-hour visits to the McMaster Children's Centre.

SLP 714: Inquiry Seminar - There will be one, 2-hour meeting with a community volunteer who has a disability for Exploring Perspectives on Disability (EPOD).

Unit 2
SLP 722: Clinical Skills Lab - There will be three, 3-hour clinic visits in the Hamilton and Burlington area.

Unit 3
There are no planned field trips.

Unit 4
SLP 742: Clinical Skills Lab - There will be a trip to the Aphasia Institute in Toronto.

Unit 5
There are no planned field trips.

UNIT 1: FUNDAMENTALS OF CLINICAL PRACTICE I: PRINCIPLES, KNOWLEDGE, AND SKILLS FOR CLINICAL PRACTICE

The aim of this unit is to provide students with foundational knowledge related to communication and communication disorders across the lifespan as well as basic skills in clinical practice. Principles include professional ethics, models of disability, interprofessional practice, and evidence-based practice. Knowledge outcomes include anatomy and physiology; psychology and linguistics in the context of communication across the lifespan; and basic constructs in articulation, phonology, and language development. Students develop a framework and basic skills for assessment, intervention, and professional conduct. Within Unit 1, students will complete simulated clinical experiences and a 2-week off-site clinical placement focused on observation and application of evidence-based practice skills.

UNIT 2: FUNDAMENTALS OF CLINICAL PRACTICE II: ROLES AND PRACTICE SETTINGS; ASSESSMENT AND DELIVERY MODELS

The aim of this unit is to further develop students' foundational knowledge and skills and to introduce them to varied contexts of speech-language pathology practice. Knowledge and skill outcomes address professional performance as a direct service provider, consultant, collaborator and team member, manager and supervisor, and advocate. Within Unit 2, students will continue to learn via simulated clinical experiences. Then, following the academic portion of Unit 2, students will complete a 6-week off-site clinical placement. Settings include children's treatment centers, early childhood centers, schools, hospitals, rehabilitation centres, home healthcare, long-term care facilities, and private community based practice. Knowledge outcomes include fundamentals of counseling, speech perception and acoustics, and instrumentation. In Unit 2, students will begin acquiring their clinical hours in Audiology

UNIT 3: CLINICAL PRACTICE WITH CHILDREN, YOUTH, & YOUNG ADULTS

The aim of this unit is to introduce students to intervention for developmental communication disorders. Knowledge outcomes relate to developmental articulation, phonological, and language disorders; speech and language impairments associated with cognitive disabilities, and voice and fluency disorders. Students also will build on knowledge outcomes related to hearing disorders, this time in the context of young children, and will explore genetic influences on communication. Key themes of Unit 3 are family-centered service, service delivery models for children, and transition to adulthood. Following Unit 3, students will complete a 6-week off-site clinical placement. Settings include children's treatment centers, early childhood centers, schools, hospitals, rehabilitation centres, home healthcare, long-term care facilities, and private community based practice

UNIT 4: CLINICAL PRACTICE WITH ADULTS AND OLDER ADULTS

This unit emphasizes assessment and treatment of individuals with acquired communication disorders, with a special emphasis on problems of older adults. Knowledge outcomes relate to acquired speech, language, and cognitive disorders, with a focus on neurologically based communication disorders; dysphagia in adults; normal aging of speech, hearing, and language. Students will build further on knowledge outcomes related to hearing disorders and aural rehabilitation, this time in contexts relevant to older adults. Following Unit 4, students will complete a 6-week off-site clinical placement. Settings include children's treatment centers, early childhood centers, schools, hospitals, rehabilitation centres, home healthcare, long-term care facilities, and private community based practice, or role-emerging setting.

UNIT 5: COMPLEX PRACTICE AND PROFESSIONAL TRANSITION

The aim of this unit is to prepare students for the transition to professional practice. This advanced unit provides students with knowledge and skills to assume current and emergent health care roles in the community, with an emphasis on complex conditions across the lifespan. With respect to children, knowledge outcomes relate to populations with multiple or complex disabilities, advanced hearing technology (e.g., cochlear implants) and aural rehabilitation, augmentative and alternative communication, and pediatric dysphagia. With respect to adults, key themes of Unit 5 are client-centered service, end-of-life decisions, chronic health conditions and aging with a communication disorder, and communication partner training. Medical intervention and pharmacology will be considered for both children and adults. Following Unit 5, students will complete an 8-9-week off-site clinical placement. Settings include children's treatment centers, early childhood centers, schools, hospitals, rehabilitation centres, home healthcare, long-term care facilities, and private community based practice, or role-emerging setting.

Figure 1 provides an overview of the curriculum timing.

SLP CURRICULUM MAP - CLASS OF 2024

YEAR 1

SEP 2022				OCT 2022				NOV 2022					DEC 2022				JAN 2023					FEB 2023				MAR 2023				APR 2023				MAY 2023					JUN 2023				JUL 2023					AUG 2023			
5-9	12-16	19-23	26-30	3-7	10-14	17-21	24-28	31-4	7-11	14-18	21-25	28-2	5-9	12-16	19-23	26-30	3-6	9-13	16-20	23-27	30-3	6-10	13-17	20-24	27-3	6-10	13-17	20-24	27-31	3-7	10-14	17-21	24-28	1-5	8-12	15-19	22-26	29-2	5-9	12-16	19-23	26-30	3-7	10-14	17-21	24-28	31-4	7-12	14-18	21-25	28-1
O - Week	Academic - Unit 1 Core Principles, Knowledge & Skills 12 weeks (Sep 12 to Dec 2) Fall Term SLP711, SLP712, SLP713, SLP714												Clinical Placement 2 weeks (Dec 5-16) SLP712		Break 2 weeks (Dec 19 to Dec 30)		Academic - Unit 2 Roles & Practice Settings Across the Lifespan 12 weeks (Jan 3 to Mar 24) Winter Term SLP721, SLP722, SLP723, SLP724												Clinical Placement 6 weeks (Mar 27 to May 5) Winter Term SLP 725				Break May 8-12	Academic - Unit 3 Children, Youth & Young Adults 12 weeks (May 15 to Aug 4) Spring/Summer Term SLP731, SLP732, SLP733, SLP734												Break 5 weeks (Aug 7 to Sep 8)			

YEAR 2

SEPT 2023				OCT 2023				NOV 2023					DEC 2023				JAN 2024					FEB 2024				MAR 2024				APR 2024				MAY 2024					JUN 2024				JUL 2024					AUG 2024			
4-8	11-15	18-22	25-29	2-6	9-13	16-20	23-27	30-3	6-10	13-17	20-24	27-1	4-8	11-15	18-22	25-29	1-5	8-12	15-19	22-26	29-2	5-9	12-16	19-23	26-29	4-8	11-15	18-22	25-29	1-5	8-12	15-19	22-26	29-3	6-10	13-17	20-24	27-31	3-7	10-14	17-21	24-28	1-5	8-12	15-19	22-26	29-2	5-9	12-16	19-23	26-30
Break cont'd	Clinical Placement 6 weeks (Sep 11 to Oct 20) Fall Term SLP735							Academic - Unit 4 Adults & Older Adults 12 weeks (9 + 3) (Oct 23 to Dec 22 and Jan 3 to Jan 26) Fall Term SLP741, SLP742, SLP743A/B/C, SLP744								Break 2 weeks (Dec 25 to Jan 5)	Academic - Unit 4 cont'd Adults & Older Adults				Clinical Placement 6 weeks (Jan 29 to Mar 8) Winter Term SLP 745					Academic - Unit 5 Complex Practice & Professional Transition 10 weeks (6 + 4) (Mar 11 to Apr 19 and Jul 8 to Aug 2) Spring/Summer SLP743A/B/C, SLP751, SLP752, SLP754					Break 2 weeks (Apr 22 to May 3)					Clinical Placement 8-9 weeks (May 6 to Jun 28; flex week Jul 1 to July 5 to obtain additional clinical hours as needed) Spring/Summer Term SLP 755									Flex Week	Academic - Unit 5 cont'd Complex Practice & Professional Transition							Finished			

LEGEND
Orientation
Academic Units
Clinical Placements
Breaks
Midterms and Exams

SECTION 6 - PROGRAM COURSE DESCRIPTIONS

Course descriptions can be found in the School of Graduate Studies Graduate Calendar, found at: https://academiccalendars.romcmaster.ca/index.php
The instructor and university reserve the right to modify elements of the course during the term, excluding course objectives, method of evaluation, and grading scheme. The university may change the dates and deadlines for any or all courses due to any unforeseen circumstances such as building/university closures or instructor absences (e.g., fire alarms, snowstorms, illness). If such modifications become necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course website regularly during the term and to note any changes.

UNIT 1 COURSES

SLP711/Problem-based Tutorial I
This Unit I problem-based learning tutorial course will introduce students to fundamental knowledge related to communication and communication disorders across the lifespan as well as basic skills in clinical practice. Psychosocial, cultural, and ethical influences on clinical practice will be addressed.
SLP712/Clinical Skills Lab I
The Unit I Clinical Skills course develops basic skills for observing, recording and analyzing speech and language, communicating with individuals with communication disorders, interviewing clients, and professional conduct. Clinical reasoning and technical skill development are integrated with relevant research evidence and theory. The course includes exposure to typically developing children and adults as well as simulated clinical interactions. The final two weeks of the course is spent offsite completing an observational placement.
SLP713/Foundational Knowledge I
This first-year course will address foundational knowledge for the speech-language pathologist. Topics include anatomy and physiology; neuroanatomy and neurophysiology; development of articulation, phonology, and language; and psychology and linguistics in the context of communication.
SLP714/Inquiry Seminar I
This course introduces students to concepts, theories, and principles that underlie clinical practice across settings and populations.

UNIT 2 COURSES

SLP721/Problem-based Tutorial II
This Unit II problem-based learning tutorial course will further develop students' fundamental knowledge and skills and provide an overview of roles and contexts relevant to speech-language pathology practice in diverse settings and across the lifespan. Students will explore professional roles of speech-language pathologists, including service provider, manager, team member, advocate, educator, business owner or employer, and clinical researcher. Settings that will be explored include hospital, clinic, rehabilitation or treatment centre, home, school, and community. These roles and settings will be explored to help expand students' understanding of the scope of speech-language pathology and to provide practice contexts for building foundational knowledge and skills. Within the context of professional roles and practice settings, students also will be introduced to two major practice areas: (1) Principles of Assessment and (2) Models of Service Delivery.
SLP722/Clinical Skills Lab II
The Unit II Clinical Skills course develops skills in screening and assessment across the lifespan, including hearing screening and hearing conservation, and introduces skills in goal setting, outcome evaluation, and reporting. Clinical reasoning and technical skill development are integrated with relevant research evidence and theory.
SLP723/Foundational Knowledge II
This Unit II course will address foundational knowledge related to speech perception and acoustics, and instrumentation related to assessment and intervention.

SLP724/Inquiry Seminar II
This course will provide a forum for discussing topics related to the theory and principles underlying clinical practice in speech-language pathology across settings and populations, including models and frameworks for assessment and intervention; principles of measurement related to conducting clinical assessments; fundamental knowledge related to working with individuals who have hearing disorders; perspectives of individuals with communication disorders and their families/caretakers; professional ethics; and evidence-based practice.

SLP725/Clinical Practice I
Students will complete a full-time clinical placement experience focused on evidence-based practice in a hospital, school, preschool program, children's treatment centre, home-care program, day program, or private practice. The placement is typically 6 weeks in duration.

UNIT 3 COURSES

SLP731/Problem-based Tutorial III
This Unit III problem-based learning tutorial course will introduce students to screening and assessment procedures and introduce students to treatment methods and issues related to developmental communication disorders, including speech, language, voice, and fluency disorders in children and adolescents.

SLP732/Clinical Skills Lab III
This Unit III clinical skills course will provide students with the clinical problem solving skills to assess and treat children with communication disorders, including developing skills needed to differentiate language differences associated with multilingualism from language disorders associated with underlying impairments. Students will use appropriate assessment tools and clinical processes to set goals for intervention. Clinical reasoning and technical skill development are integrated with relevant research evidence and theory.

SLP733/Foundational Knowledge III
This first-year course will address foundational knowledge for the speech-language pathologist. Topics will build on those addressed in 713 and 723 and will focus on communication disorders in children and intermediate neuroanatomy and neurophysiology.

SLP734/Inquiry Seminar III
This course will provide a forum for considering topics related to the clinical practice with children, including family-centered service, service delivery models, and transition to adulthood.

SLP735/Clinical Practice II
Students will complete a full-time clinical placement experience focused on evidence-based practice in a hospital, school, preschool program, children's treatment centre, home-care program, day program, or private practice. The placement is typically 6 weeks in duration.

UNIT 4 COURSES

SLP741/Problem-based Tutorial IV
This Unit IV, problem-based learning tutorial course will introduce students to screening, assessment, and treatment issues related to adults, with a special emphasis on acquired speech, language, cognitive, voice, or swallowing disorders, and aging with a communication disorder.

SLP742/Clinical Skills Lab IV
This Unit IV clinical skills course will provide students with opportunities to develop advanced clinical reasoning skills necessary to assess and treat adults with communication or swallowing disorders, with a focus on acquired neurological disorders. Students will build on assessment and goal setting processes in order to plan and carry out intervention. Clinical reasoning and technical skill development are integrated with relevant research evidence and theory.

SLP743A/Evidence-based Practice and Clinical Research
This 2nd year course over two terms will enable students to critically analyze the literature and collaborate on a research project relevant to speech-language pathology. During the first term of this course, students will be provided with information on study design, data acquisition, and data analysis.

They will acquire skills in searching the literature, analyzing and interpreting data, presenting results and making clinical decisions that incorporate best evidence, patient values and clinical expertise. During the second term of the course, students will work in teams to participate in an ongoing research project under the supervision of a faculty member or clinician.

SLP744/Foundational Knowledge IV

This Unit IV course focuses on communication and swallowing disorders in adults, including topics related to clinical practice, such as client-centered service, caregiver training, end-of-life services, and innovative service delivery models for older adults.

SLP745/Clinical Practice III

In this Unit IV practicum course, students will complete a 6-week clinical placement experience in a community, hospital, rehabilitation, or role-emerging setting.

UNIT 5 COURSES

SLP743B/C/Evidence-based Practice and Clinical Research

This 2nd year course over two terms will enable students to critically analyze the literature and collaborate on a research project relevant to speech-language pathology. During the first term of this course, students will be provided with information on study design, data acquisition, and data analysis. They will acquire skills in searching the literature, analyzing and interpreting data, presenting results and making clinical decisions that incorporate best evidence, patient values and clinical expertise. During the second term of the course, students will work in teams to participate in an ongoing research project under the supervision of a faculty member or clinician.

SLP751/Problem-based Tutorial V

This Unit V tutorial course will provide students the opportunity to explore clinical practice with clients of all ages who have complex health conditions for which multiple systems and a range of health care issues are likely to be involved.

SLP752/Clinical Skills Lab V

This Unit V clinical laboratory course will provide students with advanced skills that will enable them to assume traditional and emerging roles in clinical practice. Students will acquire the skills needed to assess and manage clients with complex health conditions that involve multiple systems and a range of health care issues.

SLP754/Foundational Knowledge V

This second-year course will provide students with foundational knowledge to support practice with complex populations and in diverse settings, integrating and applying information from the four previous Foundational Knowledge courses.

SLP755/Clinical Practice IV

In this Unit V placement course, students will complete a clinical placement experience in a community, hospital, rehabilitation, or role-emerging setting.

SECTION 7 – FINANCIAL INFORMATION

STUDENT FINANCIAL AID AND SCHOLARSHIP OFFICE

The McMaster Student Financial Aid and Scholarships Office provides services and supports to all students, relating to OSAP, bursaries, and drop in counselling.
Student Financial Aid and Scholarships Gilmour Hall, Room 108
https://registrar.mcmaster.ca/aid-awards/

SECTION 8 – STUDENT SERVICES AND RESOURCES

DENTAL/DRUG/HEALTH PLAN
http://studentcare.ca/rte/en/McMasterUniversity_Home
BLACK STUDENT MENTORSHIP PROGRAM
https://blackstudentsuccess.mcmaster.ca/the-black-student-mentorship-program-bsmp/
EQUITY AND INCLUSION OFFICE
https://equity.mcmaster.ca/
FHS STUDENT FEDERATION
https://gsa.mcmaster.ca/healthscigsa/
INDIGENOUS STUDENTS HEALTH SCIENCES OFFICE
https://ishs.mcmaster.ca/
INTERNATIONAL STUDENT SERVICES
https://iss.mcmaster.ca/
LIBRARY RESOURCES
http://library.mcmaster.ca/
OFF-CAMPUS RESOURCE CENTRE
https://offcampus.mcmaster.ca/
OMBUDS OFFICE
http://www.mcmaster.ca/ombuds/
OHIP
https://www.ontario.ca/page/apply-ohip-and-get-health-card#section-2
SAC
https://sac-oac.ca/
STUDENT ACCESSIBILITY SERVICES
https://sas.mcmaster.ca/
STUDENT SUCCESS CENTRE
https://studentsuccess.mcmaster.ca/
STUDENT WELLNESS CENTRE
https://wellness.mcmaster.ca/
UHIP
https://iss.mcmaster.ca/studentlife/healthcare/
UNIVERSITY TECHNOLOGY SERVICES (UTS)
https://uts.mcmaster.ca/

SECTION 9 – FIRE/EMERGENCY

IAHS FIRE PROCEDURES
In the event that you are directed to leave the IAHS due to fire, please leave immediately by the nearest exit, and make your way across the street in front of the IAHS Building on the grass beside JHE (South side), or to the back of IAHS close to rear parking lot. Please do not stand directly in front of IAHS because it blocks the fire route.

HEALTH SCIENCE CENTRE FIRE PROCEDURES
When the Alarm System is activated:

- Building occupants are alerted by bells that a possible fire emergency exists
- The location of the fire is identified automatically and the Fire Department is notified.
- Smoke and fire separation doors close automatically
- Magnetic locking devices on doors release
- Air handling systems shut down to help control smoke movement
- Elevators stop functioning

The fire alarm system is a TWO stage alarm.

STAGE 1 = approximately 20 bells/minute.
This is the Fire Emergency Alert signal.
Along with the alarm will be an overhead page, announcing the location of the fire CODE RED ZONE/AREA. Some areas may not have overhead paging. Overhead page is heard in elevator lobbies in the Purple and Blue Quadrants.

STAGE 2 = a short rapid bell sequence, pause, short rapid bell sequence, pause etc. This is the Code Green – Emergency Evacuation signal. Along with the alarm bells, an overhead page is heard (elevator lobbies – Purple and Blue) announcing,

"CODE GREEN – STANDBY" OR
"CODE GREEN IN-EFFECT"

To gain emergency code information it will require that a member of the area staff is immediately dispatched to the closest elevator lobby, either purple or blue, to listen for the overhead paged information.

FHS EVACUATION PLAN

If you are a Faculty of Health Sciences staff or student and there is clear and present danger – fire and smoke threaten or you hear the second stage alarm CODE GREEN IN-EFFECT, EVACUATE VERTICALLY from the building, using the closest safe stairwell down and out of the building. Meet at your group's previously designated location outside the building.

Areas to avoid are: The Hospital Main Entrance Ramp, Ewart Angus Center and the Shipping and Receiving Areas

SECURITY FOR IAHS:

If you are alone in the building and wish to be escorted to your car, contact security. Please note that this service is available after the Student Walk Home Attendant Team finishes for the evening.

- **Student Walk Home Attendant Team (SWHAT) ext. 27500**
  SWHAT is a student run volunteer organization dedicated to improving personal safety on campus. Volunteer teams (one male & one female) will walk anywhere within a 30-minute radius from campus or take the bus with students traveling to downtown Hamilton
- **McMaster Security Services ext. 88 or 24281**
  McMaster Security Services are sworn Peace Officers - appointed under the authority of the Ontario Police Services Act. Their appointments give them the powers of a Peace Officer and enable them to enforce the Criminal Code of Canada, Federal and Provincial statutes and Municipal by-laws on the University Campus when on foot, on a bike, and in a car.
- **Red Assistance Poles (Emergency Stations)**
  Poles are located throughout campus. Push the button on Red Assistance phones for security assistance.
- **Emergency Siren Alert System (Lockdown Procedures)**
  If you are directly involved, or upon receipt of notification of a lockdown AND if exiting the building is not possible or safe, the following actions are recommended:
  - Go to the nearest room or office
  - Close and lock the door if possible. Barricade with available furniture if possible
  - Cover the door windows. Turn off the lights
  - Keep quiet and act as if no one is in the room
  - DO NOT open the door (emergency personnel will have a key)
  - Notify campus security (if possible) - Give the dispatcher the following information:
  - Your name
  - Your location (be as specific as possible)
  - Number of shooters (if known)
  - Identification or description of shooter

- Number of persons involved
- Your location
- A volunteer in the group should record names of all persons present
- Wait for Police or Security to assist you out of the building or provide further instructions

EMERGENCY FIRST RESPONSE TEAM (EFRT) EXT. 88

EFRT is a volunteer organization, on call 24 hours a day, 7 days a week during the school year. They respond to any medical emergency on campus in a team of 3 responders, with an impressive response time of 2-3 minutes. Trained in both the Red Cross Emergency First Responder and Toronto Ambulance's International Trauma Life Support courses, these responders come equipped with oxygen, an automated external defibrillator (AED), and EpiPens.

SECURITY TIPS IN HEALTH SCIENCES CENTRE:

- Always wear your identification; ID must be visible at all times.
- Report all suspicious persons or activity to Security immediately (ext.76444) or HSC Tip line (905) 524-0732.
- Please challenge all visitors or unknown persons without ID, if safe to do so, and have a sense of ownership of the building; by simply acknowledging the presence of a "would-be criminal" – he/she/they will probably leave the area.
- Be a good witness by being observant and make note of physical characteristics of suspicious persons.
- If you would like to be accompanied by Security to your vehicle, call them (ext.76444).
- Please report all facility defects (i.e., broken windows, doors, etc.) to Security (ext.76444) and Engineering Services (ext.75501).

STUDENT EXPECTATIONS WHILE ATTENDING VIRTUAL COURSES

Students attending virtual courses are encouraged to develop a plan in case of emergency or other distress. Students should be aware that instructors will not know the physical location of a student. The plan should include but is not limited to the following;

- Know the location of the nearest exit in case of fire or the need to evacuate
- Ensure that a first aid kit is available for incidents or injuries which may require first aid
- Prepare for medical emergencies by having a cell phone available or an individual who can provide emergency assistance; ensure that this individual is aware of the student's location
- Individuals off campus with immediate safety concerns should call 911
- Individuals on campus (i.e., living in residence) should call McMaster Security at ext. 24281

The University is not responsible for the availability of cell phones, first aid kits, or any other items as part of a student emergency plan. Students will be responsible for all necessary supports as part of their individual plan.

MCMASTER EMERGENCY RESOURCES

- The McMaster Student Wellness Centre has both on-site and virtual services available. They provide a range of counselling options, medical services, and wellness programs. https://wellness.mcmaster.ca/
- Student Wellness Centre Crisis Supports: https://wellness.mcmaster.ca/crisis-support/
- 24/7 Resources
- Good2Talk is a free, confidential helpline providing professional counselling and information and referrals for mental health, addictions, and well-being to post-secondary students in Ontario, 24/7/365.1-866-925-5454 or dial 211 and ask to be connected to Good2Talk.
- Empower Me (Graduate Students) - 24/7 accessible counselling services to empower you to thrive, crisis support, mental health and well-being services - 1-844-741-6389
- **For Instructors:** Should someone visually appear to be in distress and require immediate assistance:

-Call 911 (either yourself or direct someone else on the call to do this)
- Encourage the individual in distress to stay on the call with you until help arrives
-Ask them for their current location/address, phone number
-Ask them what is wrong and provide this information to first responders
-Ask participants not involved in providing support to disconnect from the call

- For non-urgent matters – students can be referred to the Student Wellness Centre or their healthcare practitioner.

For information on how to support a student in distress:
https://wellness.mcmaster.ca/resources/#tab-content-helping-a-student-in-distress

SECTION 10 – POLICIES & PROCEDURES

ABSENCES AND WITHDRAWALS

- The MSc(SLP) program is intentionally designed to alternate academic blocks with placement experiences. Students are expected to apply skills learned during an academic unit into the subsequent placement, and then from the placement into the subsequent academic unit. Leaves of Absence Policy - https://academiccalendars.romcmaster.ca/content.php?catoid=45&navoid=9133&hl=%22leaves+of+absence%22&returnto=search#2-5-7_leaves_of_absence
- Guideline for Leave of Absence (Parenting) for a Graduate Student who is a new parent in the MSc SLP Program – see Appendix A
- Guideline for a Leave of Absence (Medical and Special Circumstances) in the MSc SLP Program – See Appendix B
- Any student wishing to voluntarily withdraw from placement will require a Leave of Absence approved by the School of Graduate Studies. The student must email the Director of Clinical Education and the Program Manager to initiate this process. Given the structure of the program where academic and placement blocks are intentionally altered, a Leave of Absence from placement may impact the timing of return to the next academic block

ACADEMIC & CLINICAL ADVISING

The Assistant Dean serves as student academic advisor, and the Director of Clinical Education (DCE) serves as clinical student advisor. Students are encouraged to contact instructors as a first step for advice and to resolve any issues, and then the appropriate program advisor (Assistant Dean or DCE) as appropriate. The Program Handbook includes a link to the McMaster Student Appeal Process, to guide students in lodging and hearing of their complaints.

ACADEMIC INTEGRITY POLICY

https://secretariat.mcmaster.ca/app/uploads/Academic-Integrity-Policy-1-1.pdf

ACADEMIC REGULATIONS

https://academiccalendars.romcmaster.ca/content.php?catoid=45&navoid=9132&hl=%22academic+regulations%22&returnto=search

Students in the MSc(SLP) Program, in addition to meeting the academic regulations of the School of Graduate Studies, must follow their specific program regulations. Registration in the MSc(SLP) Program implies acceptance on the part of the student of the objectives of that program and the method by which progress towards those objectives is measured.

COPYRIGHT POLICY AT MCMASTER UNIVERSITY

https://copyright.mcmaster.ca/ or consult the copyright officer at copyright@mcmaster.ca

DISCRIMINATION, HARASSMENT & SEXUAL HARASSMENT PREVENTION AND RESPONSE POLICY

Central to respecting clients (and colleagues) as persons is the requirement for students to ensure their

words and actions create an environment that is free from harassment and discrimination on any basis, including race, religion, and gender. We expect our students to foster clinical relationships that respect the human rights, integrity, and dignity of all community members. Expectations and supporting resources may be found on our Clinical Partners website and at McMaster's Equity and Inclusion Office. Additional resources, including a reporting flowchart (Appendix C), may be found in the Anti-Racism, Anti-Bias, Anti-Oppression course shell in A2L.
https://secretariat.mcmaster.ca/app/uploads/Discrimination-and-Harassment-Policy.pdf
https://svpro.mcmaster.ca/

EQUIPMENT DAMAGE POLICY

There is no insurance coverage for materials and equipment used for clinical training. If the student damages any materials or equipment owned by a placement site or the SLP program, the student must inform the site and SLP program immediately. The student is responsible for the cost to fix or replace the damaged items.

GRADING SYSTEM

Grades in graduate courses are reported as letter grades. However, instructors may record grades for individual components of the course either as letter or numerical grades. The averaging of letter grades assigned to individual components of a course must be done by using the McMaster 12-point scale, as follows: A+ = 12, A = 11, A- = 10, B+ = 9, B = 8, B- = 7, C+ = 6, C = 5, C- = 4, D+ = 3, D = 2, D- = 1, F = 0. Further, all .5 marks should be rounded up. The passing grades for courses at the graduate level are A+, A, A-, B+, B, and B-. Graduate students enrolled in undergraduate courses will be subject to the grading scale as courses in the graduate level. The minimum passing grade is a B-. Final grades are normally converted to letter grades after the numerical grade is determined.

Graduate Student Grading Scale:

Grade	Points	Equivalent Percentages	Pass/Fail
A+	12	90 – 100	P+
A	11	85 – 89	P
A-	10	80 – 84	
B+	9	77 – 79	
B	8	73 – 76	
B-	7	70 – 72	
F	0	69 and below	F

See
https://academiccalendars.romcmaster.ca/content.php?catoid=45&navoid=9133&hl=%22grading%22&returnto=search#2-6-9_course_grading

GRADUATE COURSE LOAD

All courses are required. No exemptions or substitutions will be granted. All course work toward the MSc(SLP) degree must be completed as McMaster University courses. All courses within each unit must be taken concurrently.

GRADUATE EXAMINATIONS POLICY

https://secretariat.mcmaster.ca/app/uploads/Graduate-Examinations-Policy.pdf
All exams, including OSCEs, will be retained by the program for a period of 1 year, and will not be returned to the student. The Speech-Language Pathology Program Exam Review Procedures are here https://healthsci.mcmaster.ca/srs-slp/education/current-students/advising.
All material submitted on A2L will remain accessible to the student until the completion of the program.

OWNERSHIP OF STUDENT WORK

https://secretariat.mcmaster.ca/app/uploads/2019/06/Ownership-of-Student-Work.pdf
The University receives a royalty free, nonexclusive licence to make copies of the work for academic purposes within the University, and to circulate the work as part of the University collection.

RELIGIOUS HOLIDAYS

https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf
Students who require an academic accommodation as a result of a religious holiday should contact the appropriate Course Coordinator, Program Coordinator, Director of Clinical Education, or Assistant Dean as soon as possible to arrange accommodations for classes, placement days, assignments, tests, and examinations that might be affected by a religious holiday. Please be advised that documentation may be required.

REPORTING INJURIES

https://fhs.mcmaster.ca/safetyoffice/fhsso_incident_reporting.html

RESCHEDULING OF EXAMINATIONS

In the event a student is ill, or needs to reschedule an examination due to extenuating circumstances, students may email the Course Coordinator and copy the Assistant Dean and Program Coordinator.
In all instances, students will be required to submit appropriate documentation e.g., If a student is ill, medical documentation will be submitted. Students will also be required to sign off on the Confirmation of Academic Integrity form, confirming that they have/will not speak to their classmates about any relevant examination material. The program also reserves the right to provide the student with a different examination.

STORM PROCEDURES

https://secretariat.mcmaster.ca/app/uploads/Storm-Emergency-Policy.pdf

STUDENT APPEALS PROCESS

https://secretariat.mcmaster.ca/app/uploads/Student-Appeal-Procedures.pdf

MASTER OF SCIENCE (MSc)
SPEECH-LANGUAGE PATHOLOGY (SLP) PROGRAM
McMaster University

Complete Title: **Guideline for Parenting Leave of Absence for a Graduate Student in the MSc Speech-Language Pathology Program**

Date Developed: June 2, 2021

Approved by: Speech-Language Pathology Program Council (SLPPC) Date – June 14, 2021

Guideline Owners: Assistant Dean, (SLP)
SRS Program Manager

GUIDELINE

Preamble:

Students within the MSc Speech-Language Pathology (SLP) Program may be eligible for a parenting leave of absence if they are expecting a child, whether by adoption, birth, or guardianship.

Leaves of absence are granted by the School of Graduate Studies (SGS), and if granted, the duration of the parenting leave of absence will take into consideration the nature of the SLP Program.

Students are to refer to the following sections of the SGS Graduate Calendar: General Regulations of the Graduate School, Financial Matters, Graduate Scholarships, Bursaries, and Other Awards, in addition to the School of Graduate Studies Resources webpage for information about processes, procedures and policies.

Related Policies and Procedures:

School of Graduate Studies - *General Regulations of the Graduate School, Financial Matters, Graduate Scholarships, Bursaries and Other Awards*

Disclaimer:

If there is a discrepancy between the electronic copy and the written copy held by the Guideline owner, the written copy prevails.

Procedures for Requesting a Parenting Leave of Absence:

1. Students are to contact the Assistant Dean prior to submitting written documentation or the Parenting Leave form, to discuss options and procedures.

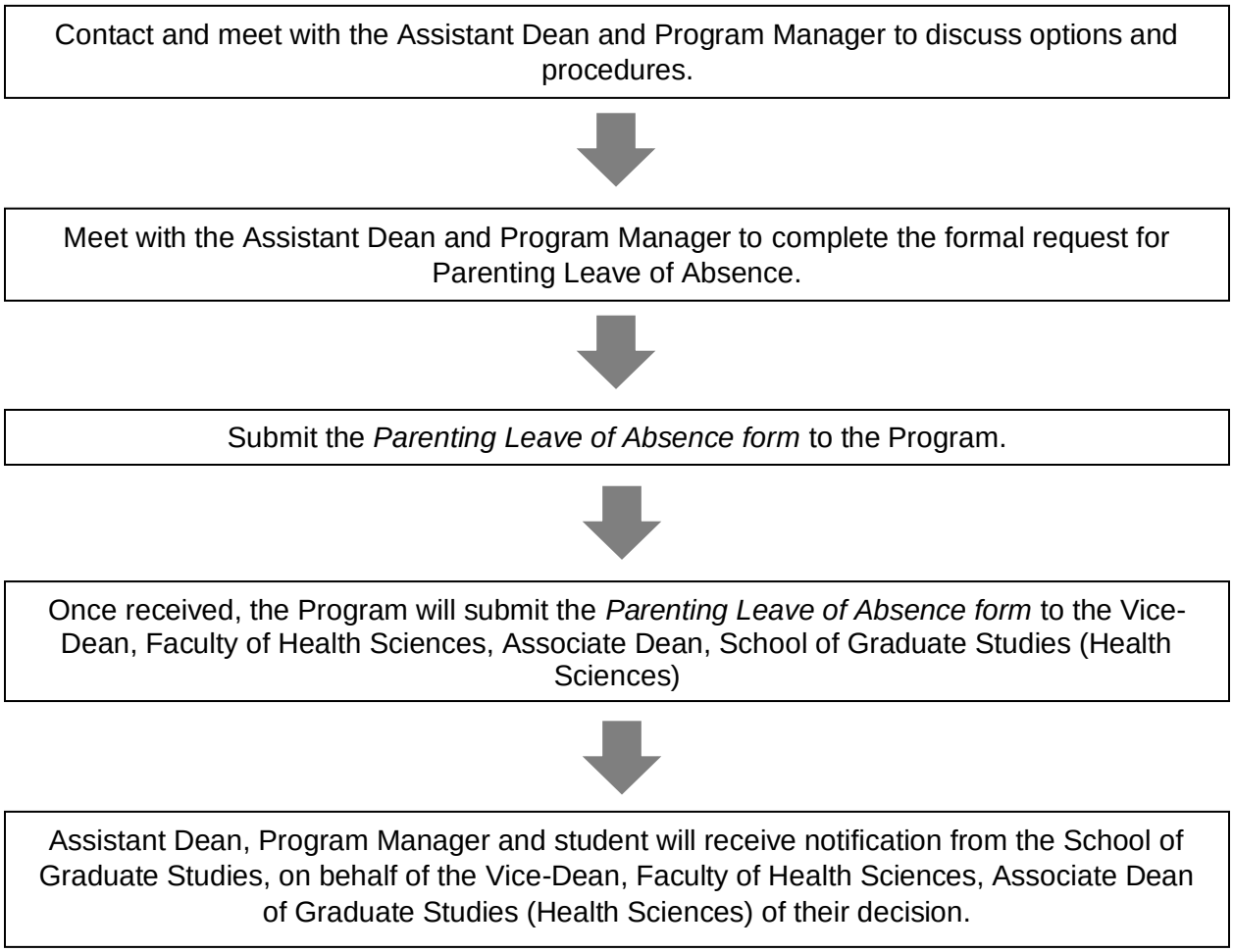
2. The student will meet with the Assistant Dean and Program Manager to complete the formal process to request a leave of absence (parenting leave), and confirm the agreed-upon dates and scheduled date of return to studies.

3. The student will submit a written request for a Parenting leave of Absence, to the Program, by completing the *Parenting Leave Form* where the leave of absence includes pregnancy and/or parental leave.

4. Once received by the Program, the Parenting Leave form will be submitted by the Program to the Vice-Dean, Faculty of Health Sciences, Associate Dean of Graduate Studies (Health Sciences).

5. On behalf of the SGS, the Vice-Dean, Faculty of Health Sciences, Associate Dean of Graduate Studies (Health Studies) will review the submission. Their office will notify the Assistant Dean, Program Manager, and student when the leave has been processed.

Process for Requesting a Parenting Leave of Absence:



Procedures for Returning from a Parenting Leave of Absence:

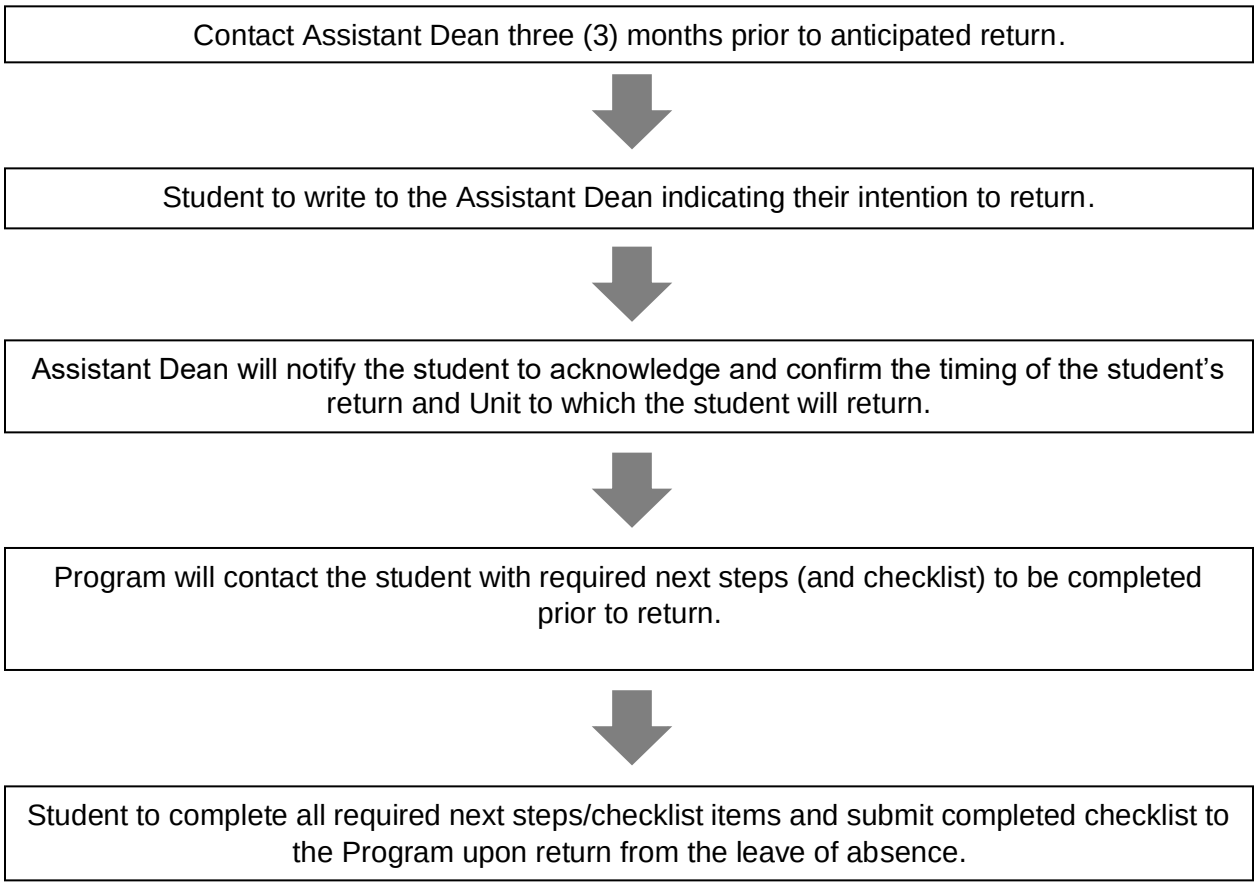
1. The student must submit a written request (paper or electronic) to the Assistant Dean no less than three months prior to the beginning of the appropriate Unit of study to which the student would be returning, indicating their intention to return.

2. The Assistant Dean will acknowledge the request by sending a written response to confirm the timing of the student's return and Unit to which the student will return.

3. The Program will contact the student to provide an overview of the next steps and all mandatory Program requirements to be completed prior to the student's return in order to resume studies (*e.g.*, Vulnerable Sector Screening, Health Screening, updated hospital identification/anatomy badge, registration processes etc.)

4. As part of the next steps – students will be required to complete and submit a checklist to the Program upon return from a leave of absence to ensure all required tasks/documents have been fulfilled.

Process for Returning from a Parenting Leave of Absence:



MASTER OF SCIENCE (MSc)
SPEECH-LANGUAGE PATHOLOGY (SLP) PROGRAM
McMaster University

Complete Title: **Guideline for Leave of Absence (Medical or Personal/Extenuating Circumstances) in the MSc Speech-Language Pathology Program**

Date Developed: June 2, 2021

Approved by: Speech-Language Pathology Program Council (SLPPC) Date – June 14, 2022

Guideline Owners: Assistant Dean, (SLP)
SRS Program Manager

GUIDELINE

Preamble:

Students within the Speech-Language Pathology (SLP) Program may be eligible for a Leave of Absence for health related reasons or other extenuating circumstances.

Leaves of absence are granted by the School of Graduate Studies (SGS), and if granted, the duration of the leave of absence will typically be for one year due to the nature of the SLP Program.

Students are to refer to the following sections of the SGS Graduate Calendar: General Regulations of the Graduate School, Financial Matters, Graduate Scholarships, Bursaries, and Other Awards for information about processes, procedures, and policies.

Related Policies and Procedures:

School of Graduate Studies - *General Regulations of the Graduate School, Financial Matters, Graduate Scholarships, Bursaries and Other Awards*

Disclaimer:

If there is a discrepancy between the electronic copy and the written copy held by the Guideline owner, the written copy prevails.

Procedures for Requesting a Leave of Absence (Medical or Personal/Extenuating Circumstances):

1. Students are to contact and meet with the Assistant Dean and Program Manager to discuss options and procedures, and to complete the formal process to request a leave of absence.

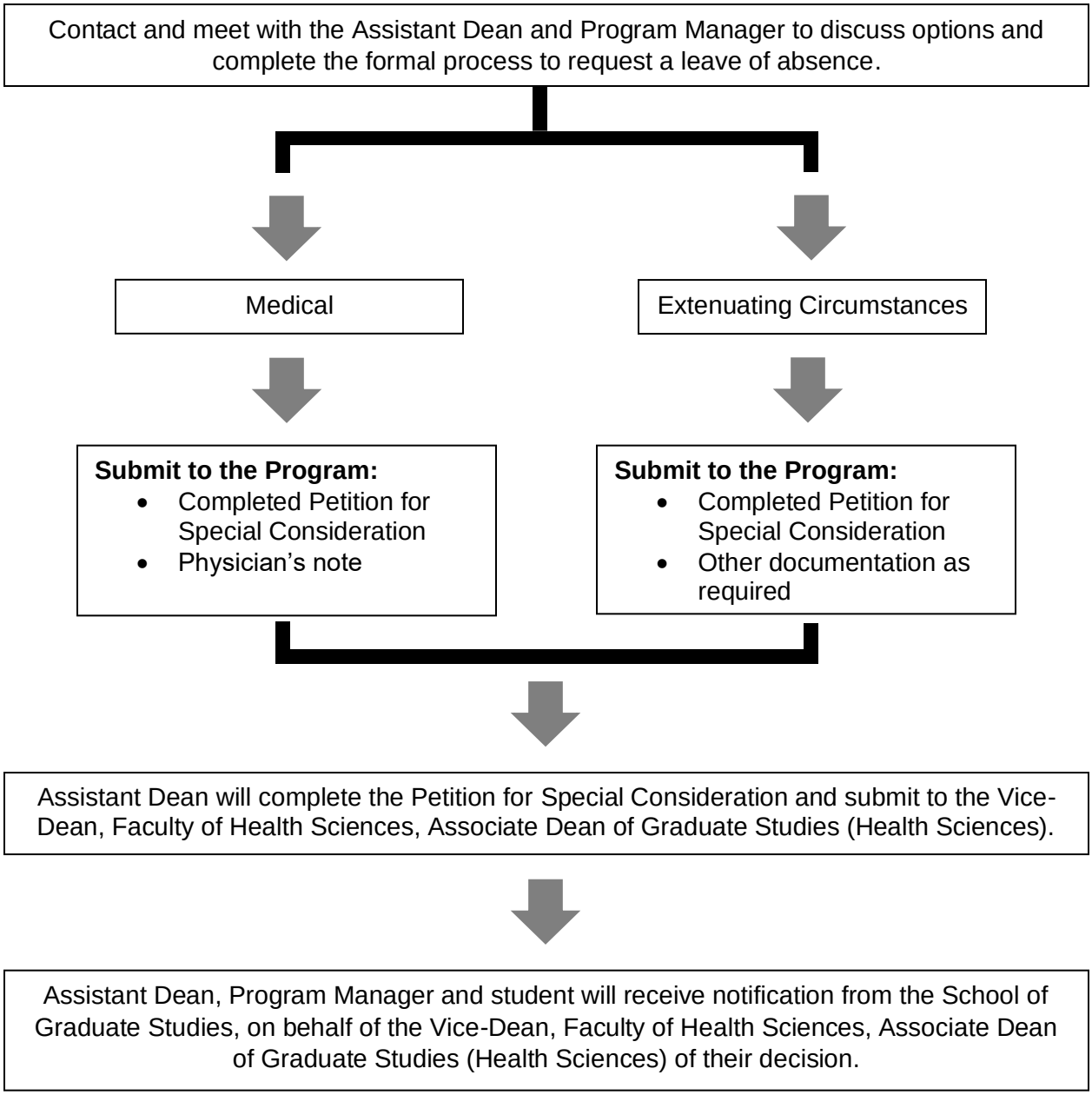
2. The student will submit a written request for a leave of absence (medical and/or extenuating circumstance) to the Program, by completing the Petition for Special Consideration Form (available on the SGS website).
   - To request a medical leave of absence, a physician's note is required to accompany the Petition for Special Consideration submission.
   - If applicable, relevant documentation pertaining to the extenuating circumstance(s) may be required.

3. Once the request is submitted to the Program, the Assistant Dean will complete the Petition for Special Consideration form, which will include:
   - acknowledgement that the leave of absence has been reviewed with the student;
   - the unit of study to which the student is eligible/anticipated to return; and,
   - any courses that should be removed from the student record because of the leave of absence timing.

4. The Assistant Dean/Program Manager will submit the following to the Vice-Dean, Faculty of Health Sciences, Associate Dean of Graduate Studies (Health Sciences):
   - The Petition for Special Consideration;
   - And the copy of the physician's note or other documentation, as required, provided by the student, as/if applicable;

5. On behalf of the SGS, the Vice-Dean, Faculty of Health Sciences, Associate Dean of Graduate Studies (Health Sciences) will review the submission and the information provided by the Assistant Dean and make a decision. Their office will notify the Assistant Dean, Program Manager, and student of their decision.

Process for Requesting a Leave of Absence (Medical or Personal/Extenuating Circumstances):



Procedures for Returning from a Leave of Absence (Medical or Personal/Extenuating Circumstances):

1. The student must notify the Assistant Dean in writing (paper or electronic) no later than three months prior to the beginning of the appropriate Unit of study to which the student would be returning, indicating their intent to return.

2. If the leave of absence was granted for medical reasons:
   - The student's request to return must be accompanied by a note or letter from the physician most responsible for providing care for the health matter that led to the medical leave of absence is required to accompany the request for return.
   - This note or letter should be current and dated no more than 3 months prior to the intended return date The student is responsible for informing the physician of the expectations of the clinical and academic components of the Program, which the physician will use to inform their decision.

3. If the leave of absence was granted for extenuating circumstances, the written request from the student must demonstrate that:
   - The circumstances for which the leave was granted will no longer impact the student's studies; and,
   - Strategies and/or supports have been put in place to ensure the student can successfully resume studies.

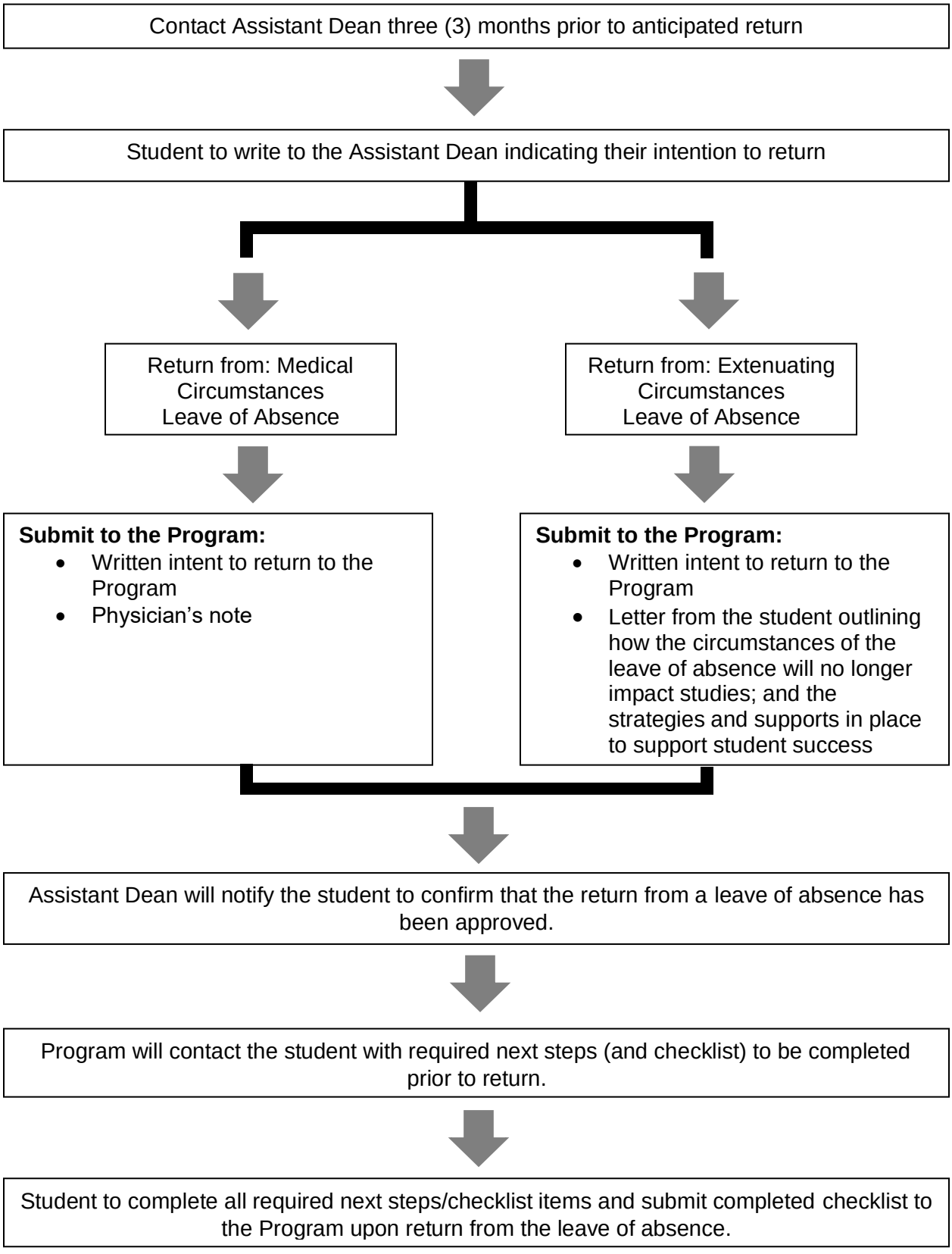
4. Re-entry to the Program will depend on evidence of readiness to return, reviewed by the Assistant Dean in consultation with the Program Academic Study Committee (PASC) and/or the Vice-Dean, Faculty of Health Sciences, Associate Dean of Graduate Studies (Health Sciences) as/if appropriate.

5. Once the Assistant Dean has confirmed that the documentation provided by the student allows for successful resumption of studies on the specified date, the Assistant Dean will notify the student to confirm that a return from the leave of absence in the specified Unit of study has been approved.

6. The Program will contact the student to provide an overview of next steps and mandatory Program requirements to be completed prior to the student's return (*e.g*., Vulnerable Sector Screening, Health Screening, updated hospital identification/anatomy badge, registration processes)

7. The student will be required to complete and submit the *Checklist & Acknowledgement - Returning from a Leave of Absence* to the Program upon return from a leave of absence to ensure all required tasks/documents have been completed.

Process for Returning from a Leave of Absence (Medical or Personal/Extenuating Circumstances):



Consultation, Resolution and Reporting Options for Violations of the Discrimination and Harassment Policy*

School of Rehabilitation Science, McMaster University *https:/secretariat.mcmaster.ca/app/uploads/Discrimination-and-Harassment-Policy.pdf

Event Experienced or Witnessed

Consultation and Resolution Options Internal to SRS

If you wish to discuss the event with SRS leadership, please approach:

Students: Course Instructor, Assistant Dean, Vice-Dean
Staff: Director, Vice-Dean
Faculty: Assistant Dean, Vice-Dean, FHS Dean

Consultation, Resolution and Reporting Options at McMaster University

There are 4 intake offices for consultation and/or formal reporting: one for all members of McMaster's community, as well as separate offices for students, faculty/staff, and program contributors.

These offices may work together as appropriate and share information on a need-to-know basis.

SRS leaders may approach any of these offices for advice on situations brought to them, and may share information on a need-to-know basis.

FACULTY/STAFF:
Employee/Labour Relations Office
https://hr.mcmaster.ca/about-us/our-services/employee-and-labour-relations/
E: elrintake@mcmaster.ca;
T: 905-525-9140, x22247

ALL MCMASTER MEMBERS:
Human Rights & Dispute Resolution Program, Equity and Inclusion Office
https://equity.mcmaster.ca/program-resources/human-rights-and-dispute-resolution/
E: equity@mcmaster.ca; T: 905-525-9140, x27581

STUDENTS:
Student Support & Case Management Office
https://sscm.mcmaster.ca/
E: sscmo@mcmaster.ca
T: 905-525-9140, x20220

ADJUNCT/PART-TIME/CLINICAL:
FHS Professionalism Office
https://fhs.mcmaster.ca/pcbe/
E: fhsprof@mcmaster.ca; T: 905-525-9140, x22249

Equity and Inclusion Office Resources

https://equity.mcmaster.ca/

See the *Useful Links* sidebar on the right side of this page to access:

BLUE FOLDER: Printable guide with information on the Discrimination & Harassment Policy.

GOLD FOLDER: Printable guide with information on the Sexual Violence Prevention and Response Office (SVPRO)

Please use this chart as a guide to the options available to you within the SRS and within McMaster University. Click on links for more information about each office and their role.

Limits to Confidentiality under the Policy

Identifying information may need to be shared under the following circumstances:

1. An individual is at risk of harm to self
2. An individual is at risk of harming others
3. There are reasonable grounds to be concerned about risk of future violence or the safety of the University and/or broader community
4. Disclosure is required by law
5. To comply with the reporting requirements of regulatory bodies and/or professional licensing bodies.