



*School of Communication Sciences and Disorders*

# **Student Handbook 2011-2012**

*School of Graduate and Post Doctoral Studies*

*Welcome everyone,*

*Congratulations on your admission into the School of Communication Sciences and Disorders at Western. We are very pleased that you have enrolled in our graduate program of audiology and speech-language pathology. All faculty, staff, and current students are delighted you are attending our School.*

*You join an elite group of current students and hundreds of alumnae/alumni who, like you, chose to become healthcare professionals in audiology or speech-language pathology. Your careers hold great potential for rewarding experiences.*

*The philosophy of our program is to educate and to train you to become excellent, leading clinician-scientists. You will be challenged intellectually while in our School and at Western. You will be required to act professionally at the highest of levels with great compassion and to embrace a commitment to excellence. We have every reason to believe that you will rise to the challenges and that you will exceed the expectations you have set for yourself and those our faculty, staff and fellow students lay before for you.*

*Again, welcome to our School. We look forward to travelling with you on a collective learning journey!*



*J.B. Orange, PhD, Reg. CASLPO, SLP (c)  
Associate Professor and Director*

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## IMPORTANT DATES and HOLIDAYS FOR 2011-2012

### Fall Term

|                 |   |
|-----------------|---|
| September 6 & 7 | CSD Orientation                                 |
| September 8     | Fall term classes begin                         |
| September 8     | Clinic begins                                   |
| October 10      | Thanksgiving Holiday                            |
| October 27-28   | Autumn convocation                              |
| December 7      | Fall term classes end SLP Year 1                |
| December 8 & 9  | Study days for Aud 1&2, SLP 2                   |
| December 9 -16  | Fall term examinations Year 1 SLP               |
| December 10-21  | Fall term examination period for Aud 1&2, SLP 2 |
| December 22     | Fall term ends for Aud Yr 1&2, SLP Yr 2         |

### Winter Term

|                |  |
|----------------|--|
| January 3      | Winter term classes begin for 1 <sup>st</sup> year SLP only  |
| January 9      | Winter term classes begin for 1 <sup>st</sup> year Audiology, 2 <sup>nd</sup> year Audiology, 2 <sup>nd</sup> year SLP |
| January 9      | Clinic begins  |
| February 20    | Family Day   |
| February 20-24 | Reading week   |
| April 6        | Good Friday  |
| April 7 & 8    | Passover   |
| April 4        | Winter Term ends for Year 1 SLP  |
| April 9-13     | Winter term exams Year 1 SLP   |
| April 11       | Winter term classes for Aud Yr 1&2, SLP Yr 2   |
| April 12 & 13  | Study days   |
| April 14-30    | Winter term exam period for Aud Yr 1&2, SLP Yr 2   |
| April 30       | Winter term ends for Aud Yr 1&2, Yr SLP 2  |

### Spring/Summer Terms

|                  |                                 |
|------------------|---------------------------------|
| April 19 – May 2 | Intersession classes Year 1 SLP |
| May 3 – 4        | Practicum Prep Year 1 SLP       |
| May 1            | Spring term classes begin       |
| May 7 – June 29  | Spring term Clinic              |
| May 21           | Victoria Day                    |
| August 31        | Summer Term ends                |

## **ABOUT THE SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS**

### **History of the School**

The program of Communicative Disorders was established in 1970 within the Faculty of Medicine with six undergraduate students. In 1975, it added a graduate component to its academic and clinical curricula. By 1980, the program had grown to a student population of 75 undergraduate students and 40 graduate students. In 1982, the program moved to its present facilities in Elborn College. In 1984, the program of Communicative Disorders, along with the programs of Physical Therapy and Occupational Therapy, came together to form the Faculty of Applied Health Sciences. In the spring of 1991, a substantial expansion to Elborn College was completed, providing our present excellent facilities for teaching, research, and clinical service.

In July 1996, a newly formed Faculty of Health Sciences was established by combining the Faculties of Kinesiology, Nursing and Applied Health Sciences (which included programs in Communicative Disorders, Occupational Therapy and Physical Therapy). The merger recognized the importance of a cooperative approach to health care, education, research, and clinical education and training. The amalgamation also emphasized health promotion, community involvement, rehabilitation, and general wellness. As of 1996, all Departments became known as Schools, and the Department of Communicative Disorders, as it was formally known, changed its name to the School of Communication Sciences and Disorders (CSD).

The enrollment target number is currently 110 students including approximately 40 in audiology and 70 to 72 in speech-language pathology. Students graduate with a Master of Clinical Science (MCISc) degree. In addition to our professional graduate program, the School participates in MSc and PhD research education and training in the fields of Hearing Science and Speech and Language Science in the Health and Rehabilitation Sciences Program (HRS).

### **Mission**

The mission of the School of CSD is to prepare students for professional careers in audiology and speech-language pathology and for graduates to assume professional and research leadership roles that contribute to the advancement of the professions and disciplines. Consistent with the mission of the Faculty of Health Sciences to “lead in the generation and dissemination of knowledge in the areas of health and healthcare, rehabilitation, activity and sport”, the School’s mission is carried out in a way designed to ensure that the professions of audiology and speech-language pathology continue to shape the broader knowledge bases in healthcare and rehabilitation in general.

Our vision is to be the leading professional and research program in audiology and speech-language pathology in Canada. This is achieved, in part, through the vision for the National Centre for Audiology (NCA), which is a national centre of excellence and leadership in audiological education, research, and professional service. Our reputation also is enhanced through the expanding programs of research in speech-language pathology both within the School and the broader public, voluntary and private sectors, and through the role that the H.A. Leeper Clinic plays in promoting evidence-based practice in both audiology and speech-language pathology.

## Objectives

Faculty members in the School of CSD seek to:

- prepare graduate students to practice as exemplary audiologists and speech-language pathologists
- offer a solid knowledge base of hearing, language, speech, swallowing and voice sciences and disorders research
- provide the highest quality of teaching and state-of-the-art research activities for graduate students
- offer the highest level of professional clinical education and training to graduate students within the School's in-house clinic and through affiliated community placements in hospitals, rehabilitation centres, private practices, schools, health clinics, and other service agencies
- prepare graduate students for MSc and doctoral level, research intensive programs in hearing science, speech and language science, rehabilitation science, and related fields of health research

## Innovative Features

The School of CSD at the University of Western Ontario is among the largest programs in Canada, in terms of graduate student enrolment, full-time faculty complement, research productivity, and teaching facilities.

Located at Elborn College, and operated by the School of CSD, the H.A. Leeper Speech and Hearing Clinic is a unique, state-of-the-art clinical teaching and research facility for audiology and speech-language pathology graduate students. Clinical faculty in audiology and speech-language pathology supervise graduate students in their initial clinical practicum experiences and provide advanced clinical experiences in areas of clinical specialization. The Clinic also is home to one of five London-region Preschool Speech and Language Initiatives (tykeTALK) funded by the Ontario government, providing supervision in the area of preschool speech and language. The Infant Hearing Program, also based in the H.A. Leeper Clinic and funded by the Ontario government through the London Middlesex Health Unit, holds the potential for similar teaching and research opportunities in the area of pediatric audiology for students in audiology.

The National Centre for Audiology (NCA) is a multidisciplinary research centre within the Faculty of Health Science with principle laboratories and administrative offices housed in Elborn College. The Centre is recognized by University Senate as a Western Research Centre and is directed by Dr. Prudence Allen (pediatric Audiology). Centre researchers include members of the Audiology and Speech-Language-Pathology professional programs as well as faculty from the Faculties of Engineering, Social Science, Medicine, and Music. The Centre has state of the art laboratories for the study of hearing throughout the lifespan using behavioral, objective, and electroacoustic measures; the study of hearing loss and rehabilitation strategies; evaluation of listening environments, and the development and evaluation of hearing technologies including hearing aids, cochlear implants, cell phones and other communication devices. Students in the clinical Audiology program are welcome to attend NCA seminars and participate in ongoing research projects. Unique facilities include anechoic and reverberant chambers to simulate 3-D environments, a fully equipped research clinic, a translational research unit that works with private sector partners in the hearing aid and communications industries, a clinical-research partnership in Auditory Processing Disorders, and multiple laboratories for diagnostic and rehabilitative research.

The graduate program in CSD is strengthened by multiple inter-school/department, inter-faculty, and inter-university research collaborations in which our core faculty members participate. These research teams address a broad range of topics including aging, assistive listening devices, dementia, dyslexia, head and neck cancers, hearing aid amplification, movement disorders, special needs children, stroke and brain imaging, swallowing neuroscience, and voice disorders, among others. These collaborations have enhanced and expanded substantially the research opportunities available to students in our graduate program.

The success of our clinical education and training program depends largely on the active participation and dedication of a number of clinical faculty members from the professional community. These members provide outstanding supervised clinical experiences for our graduate students in a wide range of clinical practice areas.

### **Accreditation**

The School of CSD is accredited by the Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology (CACUP-ASLP) most recently for a seven year period commencing May 2007 through April 2014. The CACUP assures that accredited Canadian university programs provide the academic entry level preparation required for initial practice in audiology and speech-language pathology.

### **Faculty and Staff**

The School's Director, Dr. J.B. Orange, is responsible for the overall operation of the School. The Chair of the Graduate Program Committee, Dr. Mary Beth Jennings, is responsible for overseeing academic matters related to students (admissions, awards, annual evaluations). To promote ongoing communication between students and faculty, the Graduate Chair and Graduate Affairs Assistant (Mrs. Janet Harman) communicate regularly in person and via e-mail with students. Students and their academic advisors meet regularly. Each academic advisor serves as a mentor who directs the overall progress of each student's program and provides guidance on various academic issues.

Mrs. Susan Buitinga, Administrative Assistant, handles administrative, financial, and personnel procedures affecting students. Mrs. Janet Harman, Graduate Affairs Assistant, is responsible for registration, administration of curriculum matters, program issues, and awards. Matters concerning time tabling, photocopying, evaluations, room reservations, and telephone usage should be directed to Mrs. Nancy Caley, School Administrative Support. Ms. Karen Burrell, the administrative person in the H.A. Leeper Speech and Hearing Clinic, provides support for clinic related matters. Students should consult with Karen if they have questions about clinic policies and procedures, or the operation of the clinic in general.

## AUDIOLOGY FACULTY

### **ALLEN, Prudence, Ph.D., Associate Professor and Director, National Centre for Audiology**

State University of New York College at Albany  
 B.S. Ed., State University of New York College at Buffalo  
 M.A., State University of New York at Buffalo  
 Ph.D., University of Wisconsin-Madison

**Clinical/Research Areas:** assessment of developmental changes in children's ability to process complex sounds; central auditory processing disorders; effects of noise on academic skills and achievement

**Teaching Areas:** CSD 9521: Audiological Assessment in Children

### **CHEESMAN, Margaret F., Ph.D., Associate Professor**

B.A., University of Ottawa  
 B.Sc., University of Calgary  
 M.A., University of Calgary  
 Ph.D., University of Minnesota

**Clinical/Research Areas:** auditory perception; speech perception; auditory changes in normal aging; hearing conservation

**Teaching Areas:** CSD 9531: Noise and Audiology  
 \*On Sabbatical 2011-2012

### **JENNINGS, Mary Beth, Ph.D., Associate Professor and Graduate Chair**

B.A. (Hons.), Laurentian University  
 MCISc, University of Western Ontario  
 Ph.D., University of Western Ontario

**Clinical/Research Areas:** adult aural rehabilitation; goal attainment scaling; perceived self-efficacy; barriers and facilitators to hearing assistive technology use; advocacy; acquired dual sensory loss; stigma and disclosure of hearing loss; workplace accessibility; universal design principles for hearing

**Teaching Areas:** CSD 9511: Aural Rehabilitation; CSD 9750: Counseling; CSD 9744: Seminar on Aural (Re)habilitation; CSD 9551: Seminar on Adult Group Aural Rehabilitation

### **MACPHERSON, Ewan A., Ph.D., Assistant Professor**

B.Sc., Queen's University  
 M.Sc., University of Waterloo  
 Ph.D. University of Wisconsin - Madison

**Clinical/Research Areas:** binaural and spatial hearing; cochlear implants; auditory psychophysics and neurophysiology; virtual auditory space methods

**Teaching Areas:** CSD 4417: Hearing Science; CSD 9512: Acoustics, Perception

and the Auditory system; CSD 9513: Electronics and Acoustics; CSD 9729: Cochlear Implants; 9761: Evidence-Based Practice

**MOODIE, K. Shane, MCISc, Clinical Lecturer/Clinical Supervisor**

H.B.Sc., University of Western Ontario  
B.Ed., University of Western Ontario  
MCISc, University of Western Ontario

**Clinical/Research Areas:** audiology; theory to practice; diagnostics; amplification

**Teaching Areas:** CSD 9576: Introduction to Amplification

**PARSA, Vijay, Ph.D., Associate Professor**

B.E., Osmania University, India  
M.Sc.E., University of New Brunswick  
Ph.D., University of New Brunswick

**Clinical/Research Areas:** speech and audio processing; hearing aids; electroacoustic measures; sound quality estimation; handheld devices

**Teaching Areas:** ECE 4429: Advanced Digital Signal Processing; ES 9658: Random Signals, Adaptive, and Kalman Filtering; CSD 9746: DSP Technologies in Hearing Aids; CSD 9517: Acoustics and Instrumentation Systems

**\*On Sabbatical 2011-2012**

**PURCELL, David W., Ph.D., Assistant Professor**

B.A.Sc., University of Waterloo  
M.A.Sc., University of Waterloo  
Ph.D., University of Toronto

**Clinical/Research Areas:** auditory feedback and speech production; physiological and behavioural measurement of auditory function

**Teaching Areas:** Teaching Areas: CSD 9512: Acoustics, Perception, and the Auditory System; CSD 9516: Evoked Potentials & Emissions; CSD 9517 Physiological Measurements

**RICHERT, Frances, M.Sc., Clinical Supervisor/Lecturer**

B.Sc., University of Western Ontario  
M.Sc., University of Western Ontario

**Clinical/Research Areas:** pediatric assessment and amplification, adult aural rehabilitation

**Teaching Areas:** CSD 9551: Seminar on Aural (Re)habilitation

**SCOTT, Jack, Ph.D., Assistant Professor and Clinical Supervisor**

B.S., The University of Texas at Austin

M.A., The University of Texas at Austin  
Ph.D., The University of Texas at Dallas

**Clinical/Research Areas:** adult and geriatric hearing assessment and hearing loss remediation; aural rehabilitation; acclimatization with amplification

**Teaching Areas:** CSD 9511a: Applications in Audiometry; CSD 9712: Vestibular Disorders-Physiology and Assessment

**SCOLLIE, Susan, Ph.D., Associate Professor**

B.A.(Hons), University of Western Ontario  
MCISc, University of Western Ontario  
Ph.D., University of Western Ontario

**Clinical/Research Areas:** pediatric amplification; evaluation of signal processing in hearing aids; real ear measurement; infant hearing programs

**Teaching Areas:** CSD 9513 Instrumentation, Calibration, CSD 9510 Audiometric Assessment, CSD 9786 Early Intervention, and CSD 9577 Amplification.

**STANTON, Susan G., Ph.D., Assistant Professor**

B.Sc., University of Toronto  
MCISc, University of Western Ontario  
M.Sc., University of Toronto  
Ph.D., University of Toronto

**Clinical/Research Areas:** physiological measurement of auditory function in humans and animal models of hearing loss, particularly during early development

**Teaching Areas:** CSD 9513: Hearing Measurement I; CSD 9533: Hearing Measurement II; CSD 9745: Genetics of Hearing Seminar

## **SPEECH-LANGUAGE PATHOLOGY FACULTY**

### **ADAMS, Scott G., Ph.D., Professor**

B.H.Sc., University of Western Ontario

M.H.Sc., University of Toronto

Ph.D., University of Wisconsin-Madison

**Clinical/Research Areas:** speech and oral motor performance in neurological disease

**Teaching Areas:** CSD 4497: Speech Science; CSD 9622: Dysarthria, Dyspraxia and Associated Disorders

### **ARCHIBALD, Lisa, Ph.D., Assistant Professor**

B.Sc., Brock University

M.H.Sc., University of Toronto

Ph.D., Durham, UK

**Clinical/Research Areas:** interaction between language and memory in typical and atypical development; role of memory in communication disorders

**Teaching Areas:** CSD 9612: Fluency Disorders; CSD 9761: Evidence-Based Practice for Clinicians

### **CARDY, Janis, Ph.D., Assistant Professor**

B.A., McGill University

M.Sc., McGill University

Ph.D., University of Toronto

Post-Doctoral Fellowship, University of Toronto

**Clinical/Research Areas:** neural and genetic markers of language ability and disability in children; overlap between developmental disorders such as language impairment and autism spectrum disorders

**Teaching Areas:** CSD 4411: Introduction to Speech and Language Disorders; CSD 9618: Developmental Language Disorders; CSD 9783: Language Disorders in Special Populations

### **DOYLE, Philip C., Ph.D., Professor**

B.A., California State University Fresno

M.A., University of California, Santa Barbara

Ph.D., University of California, Santa Barbara and the University of California, San Francisco School of Medicine

**Clinical/Research Areas:** voice and voice disorders; laryngeal physiology and pathophysiology; disorders of voice and speech related to head and neck cancers and laryngectomy; perceptual psychophysics and measurement of voice and voice quality; speech and voice acoustics; measurement of quality of life associated with voice disorders and cancer

**Teaching Areas:** CSD 9684: Advanced Seminar in Head and Neck Cancer; Seminar in Voice Perception; Philosophical Foundations of Rehabilitation Science; Health Related Quality of Life; Seminar in Rehabilitation Sciences

**DYKSTRA, Allyson D., Ph.D., Assistant Professor**

B.Sc. (Hons.), Queen's University  
M.Sc., University of Western Ontario  
Ph.D., University of Western Ontario

**Clinical/Research Areas:** motor speech and resonance disorders with an emphasis on speech intelligibility and communicative participation

**Teaching Areas:** CSD 9650: Resonance; CSD 9760: Evidence-Based Practice; HS 9750: International Classification of Functioning, Disability and Health

**FISHER, Randi B., M.S., Lecturer and Clinical Supervisor**

Tel Aviv University, Sackler School of Medicine  
B.S., Purdue University  
M.S., Purdue University

**Clinical/Research Areas:** Voice and resonance disorders in children and adults, articulation, accent adjustment

**Teaching Areas:** CSD 9752: Professional Issues, CSD 9616: Introduction to Professional Practice, RS3061: Foundations in Rehabilitation Science: Speech-Language Pathology

**KERTOY, Marilyn K., Ph.D., Associate Professor**

B.A., Ohio State University  
M.A., Western Michigan University  
Ph.D., University of Wisconsin-Madison

**Clinical/Research Areas:** children's language acquisition and language disorders; participation of children with disabilities

**Teaching Areas:** CSD 9619/9629: Speech Disorders in Children; CSD 9700: Seminar in Assessment/Intervention Principles for Toddlers and Preschoolers at Risk for Language Delay; HRS 9680: Speech and Language Science Seminar Series

**MARTIN, Ruth E., Ph.D., Professor**

B.A. (Hons.), Queen's University  
M.H.Sc., University of Toronto  
Ph.D., University of Wisconsin-Madison  
Post-Doctoral Research Fellow, University of Toronto

**Clinical/Research Areas:** swallowing neural control; swallowing rehabilitation; swallowing impairment in stroke and in head and neck cancer

**Teaching Areas:** CSD 2225: Anatomy for the Communication Sciences; CSD 9760: Evidenced-Based Practice, Physiology 4980: Honours Research Project;

**MOOSA, Taslim M., M.Cl.Sc (C)Reg. CASLPO, Clinical Lecturer/Supervisor**  
 B.Sc.(Hons.), McMaster University  
 MCISc, University of Western Ontario

**Clinical/Research Areas:** Clinical supervision and clinical research in the areas of adult neurogenic and related speech and language disorders; school age to adult fluency disorders; Augmentative and Alternative Communication; clinical education; development and supervision of clinical placements in Northern Ontario, Peru, and South Africa.

**Teaching Areas:** CSD 9790: (AAC section of) Special Topics Course; in-house clinical teaching and supervision for the courses: CSD 9601, 9602, 9603, 9604: (Clinical Practicum in Fluency and Neurogenic Disorders); OT 9695: OT Student Research Opportunity Supervisor; guest lecturer in Rehabilitation Sciences and Occupational Therapy and for numerous courses in the SLP curriculum.

**ORANGE, J.B., Ph.D., Associate Professor, Director**  
 B.Sc., Queen's University  
 M.H.Sc., University of Toronto  
 Ph.D., State University of New York (SUNY) at Buffalo  
 Post-doctoral Fellow, McMaster University

**Clinical/Research Areas:** Adult neurogenic language and cognitive-communication disorders including dementia, aphasia, right-hemisphere brain damage, and traumatic brain injury

**Teaching Areas:** CSD 9617: Acquired Language Disorders; CSD 9681: Communication Disorders in the Geriatric Population

**SCHURR, Susan, MCISc., Lecturer/External Clinical Education Coordinator**  
 B.Sc., University of Western Ontario  
 MCISc, University of Western Ontario

**Clinical/Research Areas:** recruiting and supporting community clinical educators; developing valuable and unique local, national and international clinical opportunities for students

**Teaching Areas:** CSD 4442: Theory to Practice; CSD 9605: Clinical Practicum in Fluency

**SKARAKIS-DOYLE, Elizabeth, Ph.D., Professor**  
 B.A., University of California, Santa Barbara  
 M.A., University of California, Santa Barbara  
 Ph.D., University of California, Santa Barbara

**Research Areas:** language acquisition in typical and atypical children; pragmatics of language; cognitive and social correlates of language; interdisciplinary research based on the ICF

**Teaching Areas:** CSD 4439/9613: Language Acquisition; Linguistics 3100

Linguistics and Language Impairment; H&RS 9750 Foundations of Functioning Disability and Health

**WARR-LEEPER, Genese A., Ph.D., Associate Professor**

B.S., University of Oklahoma

M.S., University of Oklahoma Medical Center

Ph.D., University of Oklahoma Medical Center

**Teaching Areas:** CSD 9616: Advanced Study of Child Language Disorders; CSD9657: Management of Language Disorders in School; CSD9761: Evidence Based Practice.

**Research Areas:** Child language, assessment and intervention, development and evaluation of novel intervention programs, facilitation of oral language, literacy and social communication across the entire age span for children with disordered or weak language skills. Promotion of best-practices in Speech-Language Pathology.

**Professor Emeriti**

Booth, Dr. John C. - Professor Emeritus Audiology

Corcoran, Dr. Joseph A. - Professor Emeritus Speech-Language Pathology

Jamieson, Dr. Donald G. – Professor Emeritus Audiology

Seewald, Dr. Richard C. – Professor Emeritus Audiology

Stouffer, Dr. James L. - Professor Emeritus Audiology

Yovetich, Dr. William S. - Professor Emeritus Speech Language Pathology

## CSD DIRECTORY

### FULL-TIME ACADEMIC FACULTY

| <b>AUDIOLOGY</b>   |             |              |  |
|--|-------------|--------------|--|
| <b>Name</b>  | <b>Room</b> | <b>Phone</b> | <b>Email</b>   |
| <b>ALLEN</b> , Prudy                                     | 2262C       | 88944        | <a href="mailto:pallen@uwo.ca">pallen@uwo.ca</a>                           |
| GN Otometrics Child Hearing Res. Lab                     | 1217        | 88968        |  |
| <b>CHEESMAN</b> , Margaret F.                            | 2262F       | 80032        | <a href="mailto:cheesman@uwo.ca">cheesman@uwo.ca</a>                       |
| Cobban Hearing Science Lab                               | 2236        | 88168        |  |
| <b>JENNINGS</b> , Mary Beth                              | 2262G       | 88451        | <a href="mailto:jennings@nca.uwo.ca">jennings@nca.uwo.ca</a>               |
| Robert B. Johnston Aural Rehab. Lab                      | 2220/24     | 80481        |  |
| <b>MACPHERSON</b> , Ewan A.                              | 2262M       | 88072        | <a href="mailto:ewan.macpherson@nca.uwo.ca">ewan.macpherson@nca.uwo.ca</a> |
| <b>MOODIE</b> , Shane                                    | 1500A       | 82730        | <a href="mailto:smoodie@uwo.ca">smoodie@uwo.ca</a>                         |
| <b>PARSA</b> , Vijay                                     | 2262E       | 88947        | <a href="mailto:parsa@nca.uwo.ca">parsa@nca.uwo.ca</a>                     |
| Digital Signal Processing Lab                            | 2237        | 88193        |  |
| <b>PURCELL</b> , David W.                                | 2262D       | 80435        | <a href="mailto:purcelld@nca.uwo.ca">purcelld@nca.uwo.ca</a>               |
| Speech, Auditory Feedback & Electrophysiology Lab (SAFE) | 1207        | 80480        |  |
| <b>RICHERT</b> , Frances                                 | 1242        | 88924        | <a href="mailto:frichert@uwo.ca">frichert@uwo.ca</a>                       |
| <b>SCOLLIE</b> , Susan                                   | 2262H       | 88948        | <a href="mailto:scollie@uwo.ca">scollie@uwo.ca</a>                         |
| Child Amplification Lab                                  | 2246        | 88197        |  |
| <b>SCOTT</b> , Jack                                      | 2594        | 81114        | <a href="mailto:jack.scott@uwo.ca">jack.scott@uwo.ca</a>                   |
| <b>STANTON</b> , Susan                                   | 2262L       | 80418        | <a href="mailto:sstanto2@uwo.ca">sstanto2@uwo.ca</a>                       |
| <b>SPEECH-LANGUAGE PATHOLOGY</b>                         |             |              |  |
| <b>Name</b>  | <b>Room</b> | <b>Phone</b> | <b>Email</b>   |
| <b>ADAMS</b> , Scott                                     | 2570        | 88941        | <a href="mailto:sadams@uwo.ca">sadams@uwo.ca</a>                           |
| Speech Movement Disorders Lab                            | 2212/27     | 84336        |  |
| <b>ARCHIBALD</b> , Lisa                                  | 2597        | 82753        | <a href="mailto:larchiba@uwo.ca">larchiba@uwo.ca</a>                       |
| Language and Working Memory Lab                          | 2505        | 89053        |  |
| <b>CARDY</b> , Janis                                     | 2517        | 88000        | <a href="mailto:joramcar@uwo.ca">joramcar@uwo.ca</a>                       |
| Autism Spectrum and Language Disorders Lab               | 2520        | 88006        |  |
| <b>DOYLE</b> , Philip C.                                 | 2518        | 88942        | <a href="mailto:pdoyle@uwo.ca">pdoyle@uwo.ca</a>                           |
| Voice Lab  | 2200        | 80583        |  |
| <b>DYKSTRA</b> , Allyson                                 | 2567        | 88940        | <a href="mailto:adykstr3@uwo.ca">adykstr3@uwo.ca</a>                       |
| Lab  | 2592        |              |  |
| <b>FISHER</b> , Randi. B                                 | 2571        | 88191        | <a href="mailto:rfisher@uwo.ca">rfisher@uwo.ca</a>                         |
| <b>KERTOY</b> , Marilyn K.                               | 2514        | 88955        | <a href="mailto:kertoy@uwo.ca">kertoy@uwo.ca</a>                           |
| <b>MARTIN</b> , Ruth                                     | 2568        | 88186        | <a href="mailto:remartin@uwo.ca">remartin@uwo.ca</a>                       |
| Swallowing Lab   | 2528        | 80017        |  |
| <b>MOOSA</b> , Taslim                                    | 2598        | 82658        | <a href="mailto:tmoosa@uwo.ca">tmoosa@uwo.ca</a>                           |
| <b>ORANGE</b> , J.B.                                     | 2513        | 88921        | <a href="mailto:jborange@uwo.ca">jborange@uwo.ca</a>                       |
| Director's Office  | 1510D       | 88227        |  |
| <b>SCHURR</b> , Susan                                    | 2572        | 88178        | <a href="mailto:sschurr@uwo.ca">sschurr@uwo.ca</a>                         |
| <b>SKARAKIS-DOYLE</b> , Elizabeth                        | 2515        | 88945        | <a href="mailto:eskaraki@uwo.ca">eskaraki@uwo.ca</a>                       |
| <b>WARR-LEEPER</b> , Genese A.                           | 2516        | 88179        | <a href="mailto:warr@uwo.ca">warr@uwo.ca</a>                               |
| Child Language Lab                                       | 2276        | 88116        |  |
|  |             |              |  |

| <b>PART-TIME FACULTY</b>   |             |              |  |
|--|-------------|--------------|--|
| <b>AUDIOLOGY</b>   |             |              |  |
| <b>Name</b>  | <b>Room</b> | <b>Phone</b> | <b>Email</b>   |
| <b>BAGATTO</b> , Marlene   | 2262J       | 88949        | <a href="mailto:bagatto@nca.uwo.ca">bagatto@nca.uwo.ca</a>                     |
| <b>CRUKLEY</b> , Jeff  | 2262        |              | <a href="mailto:jcrukley@uwo.ca">jcrukley@uwo.ca</a>                           |
| <b>MOODIE</b> , Sheila   | 2262K       | 88259        | <a href="mailto:sheila@nca.uwo.ca">sheila@nca.uwo.ca</a>                       |
| <b>NG</b> , Stella   |             |              | <a href="mailto:slng@nca.uwo.ca">slng@nca.uwo.ca</a>                           |
| <b>Prangley</b> , Mike   | 2522        | 89065        | <a href="mailto:mrprangl@uwo.ca">mrprangl@uwo.ca</a>                           |
| <b>ZIMMERMAN</b> , Kim   |             |              | <a href="mailto:Kim.Zimmerman@lhsc.on.ca">Kim.Zimmerman@lhsc.on.ca</a>         |
| <b>SPEECH-LANGUAGE PATHOLOGY</b>                                   |             |              |  |
| <b>Name</b>  | <b>Room</b> | <b>Phone</b> | <b>Email</b>   |
| <b>MEDZON</b> , Debra  | 1243        | 87680        | <a href="mailto:dbloch@uwo.ca">dbloch@uwo.ca</a>                               |
| <b>HARRISON</b> , Carol  | 1243        | 87680        | <a href="mailto:charri27@uwo.ca">charri27@uwo.ca</a>                           |
| <b>HLADY-MACDONALD</b> , Vicky                                     |             |              | <a href="mailto:v.hladymacdonald@tvdsb.on.ca">v.hladymacdonald@tvdsb.on.ca</a> |
| <b>HOLMES</b> , Lori   |             |              | <a href="mailto:lholfmes8@uwo.ca">lholfmes8@uwo.ca</a>                         |
| <b>THEURER</b> , Julie   | 2519        | 85607        | <a href="mailto:jtheurer@uwo.ca">jtheurer@uwo.ca</a>                           |
| <b>CSD ADMINISTRATIVE STAFF</b>                                    |             |              |  |
| <b>Name</b>  | <b>Room</b> | <b>Phone</b> | <b>Email</b>   |
| <b>BERG</b> , Derek – ITS-FHS                                      | 1272        | 88181        | <a href="mailto:dberg@uwo.ca">dberg@uwo.ca</a>                                 |
| <b>BROWN</b> , Sue – ORPAS Admissions Coordinator                  | 2524        | 84351        | <a href="mailto:suebrown@uwo.ca">suebrown@uwo.ca</a>                           |
| <b>BUITINGA</b> , Susan – Administrative Assistant to the Director | 1510C       | 88183        | <a href="mailto:sbuiting@uwo.ca">sbuiting@uwo.ca</a>                           |
| <b>BURRELL</b> , Karen – Clinic Administrative Assistant           | 1231        | 82021        | <a href="mailto:kburrell@uwo.ca">kburrell@uwo.ca</a>                           |
| <b>CALEY</b> , Nancy – School Administrative Support, Part-time    | 1510        | 87972        | <a href="mailto:ncaley@uwo.ca">ncaley@uwo.ca</a>                               |
| <b>HARMAN</b> , Janet – Graduate Program Assistant                 | 1510B       | 83227        | <a href="mailto:jharman3@uwo.ca">jharman3@uwo.ca</a>                           |
| <b>Warren</b> , Nancy – IHP/TykeTALK Administrative Assistant      | 1231        | 82001        | <a href="mailto:nwarren2@uwo.ca">nwarren2@uwo.ca</a>                           |
| <b>PROFESSIONAL STAFF (FULL AND PART-TIME CLINICAL)</b>            |             |              |  |
| <b>Name</b>  | <b>Room</b> | <b>Phone</b> | <b>Email</b>   |
| <b>ALCAIDE</b> , Melissa – tykeTALK                                | 1241        | 88257        | <a href="mailto:mmmcdona@uwo.ca">mmmcdona@uwo.ca</a>                           |
| <b>BAGATTO</b> , Marlene – IHP                                     | 2262J       | 88949        | <a href="mailto:bagatto@nca.uwo.ca">bagatto@nca.uwo.ca</a>                     |
| <b>BROWN</b> , Christine – IHP                                     | 1501A       | 88188        | <a href="mailto:clbrown@uwo.ca">clbrown@uwo.ca</a>                             |
| <b>MOODIE</b> , Sheila – Research Assistant                        | 2262K       | 88259        | <a href="mailto:sheila@nca.uwo.ca">sheila@nca.uwo.ca</a>                       |
| <b>SCHIDOWKA</b> , Jennifer – tykeTALK                             | 1245        | 81191        | <a href="mailto:jschido@uwo.ca">jschido@uwo.ca</a>                             |
| <b>SPYLO</b> , Kim – tykeTALK                                      | 1240        | 88214        | <a href="mailto:kjspylo@uwo.ca">kjspylo@uwo.ca</a>                             |
| <b>OTHER IMPORTANT NUMBERS</b>                                     |             |              |  |
| <b>Name</b>  | <b>Room</b> | <b>Phone</b> | <b>Email</b>   |
| <b>DEAN'S OFFICE</b>   |             |              |  |
| <b>BROWN</b> , Linda   | HS200D      | 88192        | <a href="mailto:lbrown2@uwo.ca">lbrown2@uwo.ca</a>                             |
| <b>BECHARD</b> , Jess  | HS200A      | 82269        | <a href="mailto:jbechar@uwo.ca">jbechar@uwo.ca</a>                             |
| <b>CHEBOTT</b> , Wanda   | HS200H      | 86589        | <a href="mailto:wechebot@uwo.ca">wechebot@uwo.ca</a>                           |
| <b>DORAIS-PLESKO</b> , Catherine                                   | HS200       | x86510       | <a href="mailto:cdoraisp@uwo.ca">cdoraisp@uwo.ca</a>                           |
| <b>FULLFORD</b> , Neil   | HS200B      | 84245        | <a href="mailto:nfulford@uwo.ca">nfulford@uwo.ca</a>                           |

|   |        |               |  |
|---|--------|---------------|--|
| <b>STRANGE, Rick</b>                            | HS306F | <b>x88184</b> | <a href="mailto:rstrange@uwo.ca">rstrange@uwo.ca</a>         |
| <b>WEESE, Jim</b>                               | HS200J | 84239         | <a href="mailto:jweese1@uwo.ca">jweese1@uwo.ca</a>           |
| <b>HEALTH &amp; REHABILITATION SCIENCES</b>     |        |               |  |
| <b>COLLINS, Cathy</b>                           | 1011   | 82440         | <a href="mailto:ccollins@uwo.ca">ccollins@uwo.ca</a>         |
| <b>HOUGHTON, Pamela</b>                         | 1011B  | 80310         | <a href="mailto:phoughto@uwo.ca">phoughto@uwo.ca</a>         |
| <b>INCHLEY, Nancy</b>                           | 1011C  | 82453         | <a href="mailto:ninchley@uwo.ca">ninchley@uwo.ca</a>         |
| <b>TRENT, Amber</b>                             | 1014   | 80312         | <a href="mailto:atrent@uwo.ca">atrent@uwo.ca</a>             |
| <b>NCA</b>                                      |        |               |  |
| <b>BEAULAC, Steve – Systems Support</b>         | 1216   | 88987         | <a href="mailto:steve@nca.uwo.ca">steve@nca.uwo.ca</a>       |
| <b>FOLKEARD, Paula – TRU Coordinator</b>        | 1220   | 88936         | <a href="mailto:folkeard@nca.uwo.ca">folkeard@nca.uwo.ca</a> |
| <b>GRAINGER, David – Technical Support</b>      | 1216   | 86054         | <a href="mailto:dgraince@nca.uwo.ca">dgraince@nca.uwo.ca</a> |
| <b>KIEFFER, Lucy – Administrative Assistant</b> | 2262A  | 88238         | <a href="mailto:kieffer@nca.uwo.ca">kieffer@nca.uwo.ca</a>   |
| <b>LEE, David - Systems Support</b>             | 1218   | 88928         | <a href="mailto:dlee@nca.uwo.ca">dlee@nca.uwo.ca</a>         |
| <b>OCCUPATIONAL THERAPY</b>                     |        |               |  |
| <b>CZYZEWSKI, Tina</b>                          | 2554   | 82184         | <a href="mailto:czyzewsk@uwo.ca">czyzewsk@uwo.ca</a>         |
| <b>KERR, Helen</b>                              | 2555   | 82124         | <a href="mailto:hmkerr@uwo.ca">hmkerr@uwo.ca</a>             |
| <b>MANDICH, Angela</b>                          | 2555B  | 86291         | <a href="mailto:amandich@uwo.ca">amandich@uwo.ca</a>         |
| <b>PHYSICAL THERAPY</b>                         |        |               |  |
| <b>BEER, Donna</b>                              | 1588   | 88842         | <a href="mailto:dbeer@uwo.ca">dbeer@uwo.ca</a>               |
| <b>HARDING, Cheryl</b>                          | 1588   | 88843         | <a href="mailto:charding@uwo.ca">charding@uwo.ca</a>         |
| <b>McCLEMENT, Heather</b>                       | 1588   | 88840         | <a href="mailto:hmccleme@uwo.ca">hmccleme@uwo.ca</a>         |
| <b>OVEREND, Tom</b>                             | 1588B  | 88946         | <a href="mailto:toverend@uwo.ca">toverend@uwo.ca</a>         |

## **SCHOOL MATERIALS, FACILITIES, AND GENERAL PROCEDURES**

### **Stationery Supplies**

Students are expected to buy their own supplies with the exception of materials that are used by teaching assistants (TAs) as part of their teaching duties. The University Bookstore in UCC and Books Plus (next to Elborn College) has a good supply of materials.

The CSD Students' Council, has purchased supplies for your use, which are located in the student room 1256 next to the clinic office 1231.

### **Photocopying**

See Gent Harrison regarding photocopying options. The photocopy machine in the main school office room 1510E is for the use of faculty and staff only. Students may use the main office photocopier for TA related duties. For privacy reasons, the main office photocopy room must remain locked at all times. TA's can sign the key out and back in from the main office. The Fax machine is not available to students, Books Plus has a fax for use for a nominal fee.

### **Equipment Available**

An overhead portable LCD projection unit and laptop are available for use in student presentations in rooms where an overhead LCD and computer system are not available. The equipment should be reserved in advance and signed out with Mrs. Janet Harman, Room 1510B.

### **Building Access**

Elborn College is open from 7:00 am to 7:00 pm, Monday to Friday, locked on weekends. All doors should be unlocked between these times. If you need to obtain special permission to enter the building outside of these hours, please see Mrs. Nancy Caley in the main office, room 1510.

### **Health and Safety Seminars**

Students will receive notice regarding health and safety seminars. Provincial legislation requires that all employees including students receive this information. Attendance at these seminars is mandatory prior to being employed by the University or undertaking clinical placements.

### **Immunization Policy**

Documentation of students' immunization is required prior to completion of clinical assignments. Toward this end, a form that explains the immunization requirements and provides a chart format for maintenance of records will have been sent to students following admission to the program. Immunizations should be updated and the completed form submitted to the Graduate Program Assistant in September of each students' first year in the program. Questions about this process should be directed to the Clinical Placement Coordinator. Details of the immunization requirements and procedures can be found in the Clinic Handbook.

### **Society of Graduate Students (SOGS)**

The Society of Graduate Students has represented the interests and concerns of both full and part-time graduate students at Western for more than thirty years,

making it one of the oldest autonomous graduate student organizations in Canada. Each graduate student automatically pays a SOGS fee upon registration at Western. Most of the fee is applied directly to the graduate student health plan.

The purposes of the Society are:

- to give graduate students at Western a recognized organization through which they may express their needs and options
- to be an advocate for graduate students on issues and concerns affecting graduate student life at Western
- to provide programs and services for graduate students at Western
- to represent graduate student issues and concerns with Western's administration and other organizations

The Society's activities are organized by a Council, which is composed of approximately ninety program or faculty representatives. Council meetings are typically held the last Thursday of every month from 6-8pm. Details can be found on the SOGS website: <http://www.Western.ca/sogs>

### 2011-2012 CSD Students' Council

| <b>Executive Positions</b>         |                             |  |
|------------------------------------|-----------------------------|--|
| <b>Position</b>                    | <b>Name(s)</b>              | <b>Email</b>   |
| President                          | Gent Harrison (SLP)         | <a href="mailto:gharris9@uwo.ca">gharris9@uwo.ca</a>   |
| Executive SOGS Rep                 | Martina Di Gioacchino (SLP) | <a href="mailto:mdigioac@uwo.ca">mdigioac@uwo.ca</a>   |
| VP Finance/SLP Year 1 Rep          | <b>Fall Elections</b>       |  |
| VP Student Affairs/Aud Year 1 Rep  | <b>Fall Elections</b>       |  |
| VP Graduate Affairs/SLP Year 2 Rep | Julie Herczeg (SLP)         | <a href="mailto:jherczeg@uwo.ca">jherczeg@uwo.ca</a>   |
| VP Education/Aud Year 2 Rep        | Alasdair Cummings (AUD)     | <a href="mailto:mcummin3@uwo.ca">mcummin3@uwo.ca</a>   |
| CASLPA/OSLA Aud Rep                | Kelsey Spurrell (AUD)       | <a href="mailto:kspurrell@uwo.ca">kspurrell@uwo.ca</a> |
| CASLPA/OSLA SLP Rep                | Heather Fraser (SLP)        | <a href="mailto:hfraser6@uwo.ca">hfraser6@uwo.ca</a>   |

| <b>Commissioner Positions</b>                         |                         |  |
|---|-------------------------|--|
| <b>Position</b>                                       | <b>Name(s)</b>          | <b>Email</b>   |
| Elections   | Kim Brittain (SLP)      | <a href="mailto:kim.brittain@gmail.com">kim.brittain@gmail.com</a>   |
| Graduate Formal (3)<br>(at least one SLP and one Aud) | Kristi Flook (AUD)      | <a href="mailto:kflook@uwo.ca">kflook@uwo.ca</a>                     |
|   | Andrea Dirks (SLP)      | <a href="mailto:adirks@uwo.ca">adirks@uwo.ca</a>                     |
|   | Breanne Rose (SLP)      | <a href="mailto:brose7@uwo.ca">brose7@uwo.ca</a>                     |
| Library Coordinators                                  | Meghan Palangio (SLP)   | <a href="mailto:mpalangio@uwo.ca">mpalangio@uwo.ca</a>               |
| Memorabilia   | Clara Liu (SLP)         | <a href="mailto:cliu294@uwo.ca">cliu294@uwo.ca</a>                   |
| Orientation   | Jenna Coady (SLP)       | <a href="mailto:jcoady2@uwo.ca">jcoady2@uwo.ca</a>                   |
|   | Sandeep Mann (AUD)      |  |
| Job Fair  | Kim Brittain (SLP)      | <a href="mailto:kim.brittain@gmail.com">kim.brittain@gmail.com</a>   |
|   | <b>Fall Elections</b>   |  |
| Photocopying  | <b>Fall Elections</b>   |  |
| Social Commissioner                                   | Irene Nicholaou (Aud)   | <a href="mailto:inichola@uwo.ca">inichola@uwo.ca</a>                 |
| Potluck (3)   | Lana Goldberg (SLP)     | <a href="mailto:lane.goldberg@gmail.com">lane.goldberg@gmail.com</a> |
|   | Alisha Ingram (SLP)     | <a href="mailto:aingram7@uwo.ca">aingram7@uwo.ca</a>                 |
|   | Jenna Coady (SLP)       | <a href="mailto:jcoady2@uwo.ca">jcoady2@uwo.ca</a>                   |
| SOGS Reps (2)<br>(1 Audiology, 1 SLP)                 | <b>Fall Elections</b>   |  |
|   | <b>Fall Elections</b>   |  |
| Yearbook (4)<br>(at least one SLP and one Aud)        | Laura Pauls (SLP)       | <a href="mailto:lpauls@uwo.ca">lpauls@uwo.ca</a>                     |
|   | Maria Lopez (SLP)       | <a href="mailto:mlopez6@uwo.ca">mlopez6@uwo.ca</a>                   |
|   | Rachelle Aupperle (SLP) | <a href="mailto:raupperl@uwo.ca">raupperl@uwo.ca</a>                 |
|   | Majda Basheikh (AUD)    | <a href="mailto:mmoham55@uwo.ca">mmoham55@uwo.ca</a>                 |
| Communications  | Chantal Arsenault (AUD) | <a href="mailto:carsena@uwo.ca">carsena@uwo.ca</a>                   |

## PROGRAM FACILITIES

### Clinic Resource Room (EC 1257)

The clinic resource room contains material to be used for clinical service, education and research. Access to the resource room is limited to times when the room is staffed by a work study student or by a volunteer. The schedule will be determined by Ms. Karen Burrell at the beginning of each clinical term and be posted on the door of the room. All CSD students will have access during these hours. However, priority will be given to the students completing clinical placements in the H.A. Leeper Speech and Hearing Clinic when signing out materials. Please respect the following conditions for borrowing tests and materials:

- 1) Tests, record forms, and materials are to be used for clinical services provided at the H.A. Leeper Speech and Hearing Clinic only.
- 2) At no time are record forms from the resource room to be used for classroom teaching, labs, or research. Forms must be purchased for these purposes. Forms may be photocopied for teaching purposes.
- 3) Tests and materials may be borrowed for the purposes of in-house teaching, study, and research.
- 4) The resource room cannot supply any materials for use in external community placements. Students in external placements may use materials for study and preparation, but these materials are not to be taken to external placements. Please do not sign out materials for use at external placements.

Detailed sign-out procedures and due date time-lines are posted in the resource room. It is the responsibility of each student to be aware of and adhere to these procedures and guidelines. Please inform, in writing, the clinic administrative assistant, Karen Burrell (room 1231C, kburrell@uwo.ca), about any problems in the resource room (e.g., lack of tests forms, missing or damaged materials, safety concerns, etc.).

### The Maureen Williams Library and Memorial Collection (EC 1257a)

The Maureen Williams Library houses the Maureen Williams collection and serves as a quiet study area for students. The collection was established with funds donated through Foundation Western by family, friends and colleagues in memory of Maureen Williams. Maureen was enrolled in the preparatory year in the Audiology program 1992-93 at the time of her tragic death in an accident. The Maureen Williams Memorial Collection, located in Room 1257a in the clinic area, consists of reference books and journals for use by all students enrolled in the School of CSD. A list of all books currently in the collection can be found in the room. Books from this collection must not be removed from the room. For security reasons, the Maureen Williams Library will be accessed through the Clinic Resource Room during the hours that the resource room is open only.

### Computer Learning Laboratory (EC 1555/ 1557)

The Faculty of Health Sciences maintains a facility for computing, located in Rooms EC 1555/1557. The facility includes a network of IBM-compatible computers with a laser printer for use by students and faculty in FHS. Software on the computers includes word processing, statistics, spreadsheets, and PowerPoint, etc. Access to these rooms is by student card only. If you encounter problems using your student card, please contact Mrs. Nancy Caley in the main

office. Students must immediately notify the Faculty IT personnel, Mr. Derek Berg, at extension 88181, if any equipment used by students malfunctions.

## AWARDS AVAILABLE FOR STUDENTS IN CSD

### Scholarships and Bursaries

Available scholarships and bursaries are outlined in the booklet "Academic Awards, Scholarships, Bursaries" prepared by the Office of the Registrar ([www.registrar.western.ca](http://www.registrar.western.ca)). A summary list of available CSD scholarships and bursaries, as well as major national and provincial awards, together with submission deadlines, is provided below.

Some awards do not require an application because all eligible students are automatically considered for the award, while others require that students complete an application or are nominated by their peers. Announcements of scholarships are provided by email. The School makes every effort to inform students when scholarship applications are due.

| AWARD   | VALUE         | TO                | DATE                | BASED ON                   |
|---|---------------|-------------------|---------------------|----------------------------|
| Peter Newby Award                                 | 2 @<br>\$600  | Aud<br>Entrance   | September           | Grades                     |
| Jean Kienapple Memorial Scholarship               | \$600         | Aud Year 1        | September           | Grades                     |
| Phonak Entry Award                                | \$3,700       | Aud Year 1        | September           | Grades                     |
| Daniel Ling Scholarship                           | \$200         | Aud Year 2        | September           | Grades                     |
| Oticon People First Scholarship                   | \$500         | Aud Year 2        | September           | Application                |
| Phonak Clinical Audiology Award                   | \$3,700       | Aud Year 2        | September           | Grades                     |
| W.A. Cole Award in Audiology                      | \$900         | Aud Year 2        | September           | Grades                     |
| Communicative Disorders Grad Pact                 | \$250         | CSD Year 2        | September           | Financial Need-application |
| Bruce McCallum Graduate Award in Aphasia          | \$3000        | SLP Year 2        | September           | Application                |
| Leeper Family Award                               | \$500         | SLP Year 2        | September           | Financial Need-application |
| Barbershoppers Entrance                           | 2 @<br>\$1000 | SLP<br>Entrance   | September           | Grades                     |
| Overall Academic Achievement                      | \$300         | Graduate          | October Convocation | Grades                     |
| Overall Clinical Achievement                      | \$300         | Graduate          | October Convocation | Grades                     |
| Seminars on Audition                              | \$1,500       | Aud Year 2        | January             | Application                |
| Phonak Clinical Education Bursary                 | \$500         | Aud Year 2        | May                 | Financial Need-application |
| Netta Brandon Distance Clinical Placement Bursary | \$2,000       | Graduate          | May                 | Financial Need-application |
| Dorssers Family Kent County Bursary               | \$1,250       | SLP Year 2        | May                 | Application                |
| 2008 Legacy Award                                 | 2 @<br>\$100  | Aud/Slp<br>Year 2 | May                 | Peer Nominated             |

### **Peter Newby Awards in Audiology**

Awarded annually to graduate students entering the first year of the Communication Disorders program in Audiology with an undergraduate degree in Engineering Science, Physical or Biological Sciences. Recipients must have a minimum 70% average. Determination of recipients will be based on grade point average and the Department's judgment of research and clinical potential. The award was established by the family, friends and ETYMONIC DESIGN Inc. at Foundation Western in memory of Peter Newby. Value: 2 at \$600 each (\$1,200 can be awarded if only one eligible recipient is found).

### **Phonak Canada Entry Award in Clinical Audiology**

Awarded to a full-time student of outstanding quality entering the first year of the Clinical Audiology Master's Program. Selection will be based on academic achievement with preference given to the student who demonstrates all-around excellence and exceptional potential relating to the practice of clinical audiology. The recipient will be selected by a committee within the School of CSD with at least one member of this committee holding membership in the School of Graduate and Postdoctoral Studies. Value: 1 at \$3,700.

### **Oticon People First Award**

Awarded to a full-time student registered in the School of Graduate and Postdoctoral Studies, and enrolled in his or her second year at the School of CSD. Selection will be based on academic achievement (minimum 80% academic average) with preference given to the student who demonstrates community involvement relating to communicative disorders. Applications for this scholarship will be available at the CSD Office and will be due by September 30. The recipient will be selected by the Scholarship Review Committee from the School of CSD, with at least one representative who is a member of the School of Graduate and Postdoctoral Studies. This scholarship is made possible by a generous gift from Oticon. Value: 1 at \$500

### **Phonak Canada Excellence in Clinical Audiology Award**

Awarded to a full-time student entering the second year of the Clinical Audiology Master's Program. Selection will be based on academic excellence, including clinical performance. Preference will be given to the student who demonstrates all-around excellence and exemplary skills as an academic and clinician. The recipient will be selected by a committee within the School of CSD with at least one member of this committee holding membership in the School of Graduate and Postdoctoral Studies. Value: 1 at \$3,700.

### **William A. Cole Award for Excellence in Audiology**

Awarded to a full-time graduate student in CSD during the final year of the Master's of Clinical Science program, who has shown excellence in an area of audiology that has direct clinical applicability. The recipient will be selected by a committee within the School of CSD with at least one member of this committee holding membership in the School of Graduate and Postdoctoral Studies. This award was established by donors in tribute to William A. Cole in recognition of his dedication to the field and profession of audiology, through Foundation Western. Value: 1 at \$900.

### **Communicative Disorders Grad Pact Bursary**

Awarded to a student in CSD entering his/her graduating year who has demonstrated financial need. Donated through the generosity of the

Communicative Disorders Class of '97. Contact the Graduate Affairs Assistant for application information and deadline. Recipients must meet OSOTF (Ontario Student Opportunities Trust Fund) eligibility requirements. Value: up to \$250.

### **Bruce McCallum Graduate Award in Aphasia**

Awarded to a full-time graduate student of outstanding quality enrolled in the Year 2 of the MCISc program in speech-language pathology in the School of Communication Sciences and Disorders. Preference will be given to students whose primary residence is in Guelph or Wellington County. The student must demonstrate all around academic and clinical excellence and exceptional potential related to the practice of speech-language pathology in the area of adult aphasia and other neurogenic language disorders. Candidates must exhibit outstanding performance in both the graduate course in Acquired Language Disorders, CSD 9617 and the aphasia and neurogenic language disorders placement. In addition candidates must exhibit a commitment to practice as future speech-language pathologists in the area of adult aphasia. Application available through the graduate office. Value: 1 @ \$3000

### **Leeper Family Award in Speech Language Pathology**

This award was established by Dr. Genese Warr-Leeper in memory of Dr. Herbert A. (Andy) Leeper. Dr. Leeper contributed greatly to the development of clinical research and education in CSD and the professions of audiology and speech-language pathology. Awarded to a full-time student registered in the School of Graduate and Postdoctoral Studies, and enrolled in the final year of the Speech-Language Pathology program in the School of CSD. Selection will be based on academic achievement (minimum 78% academic average) and financial need. Financial need will be determined by the selection committee using criteria established by the School of Graduate and Postdoctoral Studies. Value: 1 at \$500.

### **S.P.E.B.S.Q.S.A. Entrance Scholarships in Speech-Language Pathology**

The Society for the Preservation and Encouragement of Barber Shop Quartet Singing in America Entrance Scholarships in Communication Disorders at The University of Western Ontario are to assist speech-language pathology students while they are in the early stage of their graduate education. These are awarded annually to students entering the Master's degree program in the area of speech-language pathology in Communication Disorders. Determination of awards will be based on grade point averages, letters of recommendation, a personal statement, and the judgment by faculty in the school of research and clinical potential. The School of CSD Student Scholarship Review Committee, including at least one representative who is a member of the School of Graduate and Postdoctoral Studies, will select the recipient. Value: 2 at \$1,000 each.

### **Jean Kienapple Memorial**

Awarded to a student entering the first year of a Graduate Program in CSD in audiology based on academic achievement (minimum 80%). The School of CSD will select the recipient. This scholarship was established by generous contributions from family, friends and the Audiology community in memory of Jean Kienapple. Value: 1 at \$600.

### **Daniel Ling Scholarship**

This award is named after the late Professor Daniel Ling, Dean of the Faculty of Applied Health Sciences and faculty member in CSD until his retirement in 1991, and scholar in pediatric aural rehabilitation. Awarded annually to a graduate student who exhibits academic excellence, clinical competency, and concern for the rehabilitative aspects of audiology. The Awards Committee for the graduate program in the School of CSD will select the recipient. This scholarship was established through Foundation Western by donations from friends of Daniel Ling. Value: 1 at \$200.

### **Overall Academic Award**

This award is given to a graduating student with the highest average in all their graduate CSD academic courses (excluding clinical practicum courses). The recipient will be selected by a committee within the School of CSD with at least one member of this committee holding membership in the School of Graduate and Postdoctoral Studies. Awarded at Convocation in October in the amount of \$300.00.

### **Overall Clinical Award**

This award is given to a graduating student with the highest average of all their graduate CSD clinical practicum courses. The recipient will be selected by a committee within the School of CSD with at least one member of this committee holding membership in the School of Graduate and Postdoctoral Studies. Awarded at Convocation in October in the amount of \$300.00.

### **Seminars on Audition Scholarship**

Awarded annually to a Master's degree student in the audiology program for the purpose of attending a "non-standard" facility relating to audiology. Applications for this scholarship will be available from the CSD Graduate Affairs Assistant and will be due by January 30. Value: 1 at \$1,500.

### **Phonak Canada Distance Clinical Education Bursary**

Awarded to a full-time graduate student who is participating in a second-year clinical placement outside of London, Ontario. Applicants must demonstrate that they will be required to pay for accommodation in a Canadian placement location for the period of their clinical/fieldwork course in addition to the cost incurred in maintaining their University location housing. Applications for this scholarship will be available from the CSD Graduate Affairs Assistant and will be due by January 30. The recipient will be selected by a Committee in the School of CSD with at least one member of this committee holding membership in the School of Graduate and Postdoctoral Studies. Value: 1 at \$462.

### **Netta Brandon Distance Clinical Placement Bursary**

Awarded to a full-time graduate student in audiology who is participating in a clinical audiology placement and who is in financial need. Applicants must demonstrate that they have to pay for accommodation in a Canadian placement location for the period of their clinical/fieldwork course in addition to the costs incurred in maintaining their university location housing. Applicants will discuss clinical placement options with the clinical coordinator prior to applying to ensure that an appropriate placement is available to the award recipient. The recipient will be selected by the Graduate Program Committee in Communication Sciences and Disorders. Value: 1 at \$2000

### **The Dorssers Family Kent County Clinical Placement Bursaries**

Awarded to full-time graduate students in Nursing, Physical Therapy, Occupational Therapy or Communication Sciences and Disorders, who are participating in a rural clinical placement, based on financial need. Preference will be given to students placed within Kent County. A one-page statement must be submitted to the appropriate School Office outlining projected accommodation and travel costs and must be submitted by March 1. The Faculty of Health Sciences will select the recipients. At least one member of the selection committee must hold membership in the School of Graduate and Postdoctoral Studies. These bursaries were established by a generous gift from the William and Mary Dorssers Family Foundation.

Value: 7 at \$1,250

Effective: 2010-11 and 2011-12 academic years inclusive

### **2008 Legacy Award**

The class of 2008 has established an award dedicated to recognizing a fellow graduating peer for outstanding contributions to student experiences within the CSD program. The award will be presented to one audiology and one speech-language pathology student each year from 2008 to 2012. Each recipient will be awarded \$100 at his/her convocation ceremony. The award winner must be nominated by fellow graduating peers in April of the final program year. Nominations shall be open on April 1st by the current CSD Students' council President and shall close on April 20th. Graduating students will be provided information regarding the award description, eligibility criteria, and nomination procedures.

### **Ontario Graduate Scholarships (OGS)**

Students who are in, or have completed, their fourth year of undergraduate work or 1<sup>st</sup> year of graduate study in an Ontario University can obtain applications for the OGS at their university for funding the following year. Students with an average of 80% or higher are strongly encouraged to apply for OGS. OGS applications for students are processed once a year (October/November). Students should request transcripts early in September to avoid the possibility of missing deadlines. An information session will be held early in September.

### **Teaching Assistantships**

A limited number of Teaching Assistantships (TAs) are available each year in the school of CSD. TAs within the Faculty of Health Sciences Bachelor of Health Sciences (B.H.Sc.) program as well as in other departments on campus (contact the SOGS office for further details) may also be available. In some cases, other schools or departments will advise us if they are looking for TAs. All such announcements will be posted in the graduate student lounge. Eligibility for all TAs is a minimum average of 78% based upon the marks of the last two years of study or the last ten courses. Each fall, the University runs a workshop for TAs. New TAs are required to take this workshop and students who are interested in becoming TAs in a future year are strongly encouraged to do so. Please see the Graduate Program Assistant for further details.

## **CASLPA (Canadian Association of Speech-Language Pathologists and Audiologists) Award**

CASLPA supports two student awards. The Isabel Richard Awards is named after the first President of the Canadian Speech and Hearing Association (now called CASLPA). This award is presented to two student members, one studying in the field of audiology and one studying in the field of speech-language pathology, recognizing the outstanding scholarly papers they have submitted. Each student receives a cash prize of \$300 and an engraved plaque.

## **The Student Excellence Award**

This award is presented to an outstanding student in his/her final year at the graduate level. Students nominate their peers for this award and the faculty of each university program in Communication Disorders in Canada selects the student from their graduating class to receive the award. The student is selected on the basis of being the best all-around future professional. The student receives an engraved plaque.

## **OSLA (Ontario Association of Speech-Language Pathologists and Audiologists) Student Recognition Award**

The OSLA Student Recognition award recognizes students selected by their peers for their contribution in two or more of the following areas: (1) concern for the future of the professions, (2) volunteer activities, (3) research activities, and (4) focus on education. Nominees must be a student member of OLSA and be in good standing in their academic program. Students who are nominated can be from any year in their academic program, but can only receive the recognition award once during the duration of their program. Student OSLA members at WESTERN will select the award recipient from local eligible nominations. The deadline will be set each year in the early Fall term to allow for presentation at convocation and OSLA's Annual General Meeting.

## **Financial Aid**

### **Office of the Registrar**

Western guarantees that no qualified student will be unable to attend Western or be required to withdraw from an academic program for lack of access to adequate financial resources.

Consultations with a Student Financial Services Officer are made by appointment only. An appointment can be made with your counselor by visiting Room 1120 in the Western Student Services Building, or by calling 661-2100 during office hours. For further information, please consult the website:

<http://www.registrar.Western.ca/FinancialServices>

### **The School of Graduate and Postdoctoral Studies (SGPS)**

[http://grad.Western.ca/financial\\_support.htm](http://grad.Western.ca/financial_support.htm)

## **University of Western Ontario Equity and Human Rights Policies (<http://www.Western.ca/equity/students.htm>)**

Equity and Human Rights Services (EHRS) is available to provide Western's undergraduate and graduate students with information on the University's discrimination and harassment policies and/or other human rights related issues. We are here to help make Western an equitable, safe and supportive environment for all members of our campus community. Our service is confidential except in specific circumstances.

### **Policies**

#### **Discrimination and Harassment**

As a student at Western, you are subject to Western's Non-Discrimination/Harassment Policy (M.A.P.P. 1.35).

For general information, please see the Discrimination and Harassment section of our website <http://accessibility.uwo.ca/policies.htm>.

#### **Duty to Accommodate**

Western has created the Duty to Accommodate Guidelines to assist with accommodating the needs of its community members protected under the Ontario Human Rights Code. Some examples of needs that must be accommodated result from factors related to disability, sex, age, family status, ethnic or national origin, and religious beliefs. For general information on the duty to accommodate, please see the Duty to Accommodate section of our website. Same as above re: URL website.

#### **Code of Student Conduct**

The Code of Student Conduct defines the general standard of conduct expected of students and provides examples of conduct that may be subject to disciplinary action by the University. It also sets out disciplinary procedures and cites examples of sanctions that may be imposed. Please see the Code of Student Conduct for more information. Same as above re: URL website.

### **Resources**

#### **Academic Accommodations for Students with Disabilities**

The guidelines for academic accommodations for students with disabilities are published each academic year in The University of Western Ontario Academic calendar. These guidelines summarize the process of requesting, granting, and making arrangements for academic accommodation and detail the responsibilities of those involved in the process.

#### **Multicultural Calendar**

This unique and informative Multicultural Calendar provides detailed information on multifaith, multicultural and diversity related holidays and observances. To access Western's online calendar you will need your WESTERN user name and password. <http://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

#### **Calendar of Religious Accommodation**

The Calendar of Religious Accommodation lists dates that are commonly

recognized as days upon which individuals belonging to the various faiths cannot work or write exams. The calendar outlines the rights and responsibilities of the person requesting accommodation and the person responsible for providing accommodation according to the Ontario Human Rights Commission.

<http://multiculturalcalendar.com/ecal/religiousindex.php?lang=en&s=c-univwo&year=2011>.

## **PROGRAM INFORMATION**

### **Privacy and Confidentiality**

The University of Western Ontario (UWO) seeks to safeguard the personal information of all individuals (i.e., students, the general public, staff, faculty, alumnae/alumni, etc.) who interact with the institution. Personal information collected by members of the UWO will be used, maintained, disclosed and disposed of in accordance with the applicable provincial or federal pieces of legislation.

Students studying in or working within the School of Communication Sciences and Disorders are expected to review and to adhere always to all relevant privacy and confidentiality policies and procedures as established by the University of Western Ontario and the School of Communication Sciences and Disorders. Information on UWO's Privacy Policies can be found on the webpage of the University Secretariat – Information and Privacy Office (<http://www.uwo.ca/privacy/>). The Privacy Policies of the School of Communication Sciences and Disorders can be found in hardcopy form within the H.A. Leeper Speech and Hearing Clinic. An electronic version is posted on the School's website.

Of particular relevance to personal information handling are the data collected within the H.A. Leeper Speech and Hearing Clinic. The H.A. Leeper Speech and Hearing Clinic is an organizational Health Information Custodian under the Ontario privacy legislation - the Personal Health Information Protection Act, 2004 (PHIPA). As such, all those who are affiliated with the UWO and who study, work or volunteer within the School and/or the Clinic are responsible for personal health information under the control of the Clinic and are committed to protecting the privacy, confidentiality and security of such information held in any form. The Personal Health Information Privacy Policy of the H.A. Leeper Speech and Hearing Clinic contains 10 basic principles of the Canadian Standards Association's Model Code for the Protection of Personal Information (CAN/CSA-Q830-96).

The School's Personal Health Information Privacy Policy applies to all students, employees and volunteers of the H.A. Leeper Speech and Hearing Clinic including audiologists, speech-language pathologists, administrative staff, student clinicians, work study students, and associated personnel, among others who study in, work within or volunteer for the School of Communication Sciences and Disorders. All employees, students, volunteers and associated personnel have an obligation to understand and to practice the principles for the collection, use and disclosure of personal health information.

### **Principle 1 – Accountability for personal information**

### **Principle 2 - Identifying purposes for the collection of personal**

## information

**Principle 3 - Consent for the collection, use, and disclosure**

**Principle 4 - Limiting collection of personal health information**

**Principle 5 - Limiting use, disclosure, and retention of personal information**

**Principle 6 - Ensuring accuracy of personal information**

**Principle 7 - Ensuring safeguards for personal information**

**Principle 8 - Openness about personal information policies and practices**

**Principle 9 - Individual access to own personal information**

**Principle 10 - Challenging compliance with the clinic's privacy policy and practices**

Moreover, those in the Clinic will adhere to the following:

- A. Client confidentiality will be maintained. Client files are maintained in the Clinic Office.

Procedures:

- o BEST PRACTICES

- (a) Use client names only communicating with the Administrative Assistant to the Clinic
- (b) Use client initials on all other paperwork (Le., lesson plans, draft copies of reports, anything going on the clinical faculty's doors)
- (c) Use initials or first name only in communications such as phone messages, emails
- (d) Do not make copies of client reports to the C-drive in the computer lab
- (e) Discuss assessment/therapy in the privacy of a clinic room (not in the clinic hallways or reception areas)
- (f) Review video and audiotapes in a secure location
- (g) Ensure that observation room doors are closed during the session

### 1. SIGNING FILES OUT

- Take an "out" card from the student room and fill in your client's name and your name on the first available line. ONE CLIENT NAME PER CARD
- Indicate the date you want the file in the space provided

- Place the "out" card in the accordion date box in the student room, placing the "out" card in the divider section with the date that you want the file
- Pick up your file from the black portable file cabinet from the section marked with your name
- Files will be ready for pick up between 8:00 am and 3:45 pm
- FOR SAME DAY PICK UP, place the "out" card by 11:00 am for pick up by 12:00 noon on that day

## 2. RETURNING FILES

- During clinic hours, place the file backwards in the back portable file cabinet in the section marked with your name
- After clinic hours, place the file in an interdepartmental envelope available in the student room and slide the file through the mail slot in the student room
- Files must be returned on the same day that they are picked up
- Clinic area is locked after 7:00 pm
- DO NOT KEEP FILES OVERNIGHT
- Client files must not be removed from the building
- Keep files secure while in use in the building

## INFORMED CONSENT

- According to the Consent to Treatment Act, all clients/parents/legal guardians must consent to assessment and therapy. Consent to treatment must be specific, informed, voluntary and given by an individual capable of understanding the process and making decision. Informed consent includes the following:
  - (a) Expected benefits of treatment
  - (b) Risks and side effects of treatment
  - (c) Expected consequences of not having treatment

Please refer to the Personal Health Information Privacy Policy of the H.A. Leeper Speech and Hearing Clinic for further details of the policy and the procedures.

## Program Categories

The School of Graduate and Postdoctoral Studies (SGPS) distinguishes between Category I and Category II programs to determine the specific form of SGPS financial support for students.

The MCISc degree program in audiology or speech-language pathology is considered a Category II program.

Students in Category II master's programs are expected to fund their own education, for example, through OSAP. The SGPS has a needs-based bursary program to help full-time Category II students whose costs exceed their OSAP entitlement.

To be eligible for SGPS Financial Support, students must be registered full-time and must meet the graduate program conditions for progression towards the degree.

### **Registration**

Graduate students are governed by the School of Graduate and Postdoctoral Studies and must follow procedures outlined in the Graduate Calendar: <http://grad.Western.ca/calendar.html>.

**Graduate students are responsible for enrolling themselves in courses each term.**

### **Course Syllabi**

Course syllabi are distributed to all students enrolled in each course and seminar. Syllabi normally include the dates and times of class meetings, course objectives, an overview of course content, required texts, supplementary readings, and dates of examinations and assignments. Professors and students are expected to follow the objectives and procedures outlined in the course syllabi.

### **Class Attendance**

Attendance at all classes and labs is strongly encouraged. Individual instructors will post specific learning expectations and guidelines in the course syllabus. It is common courtesy to notify your course instructor and teaching assistant of any absences from class due to serious illness or other legitimate reasons. Communication with your instructors about unavoidable absences should take place prior to the class meeting.

## **Grading and Progression**

### **Western Grading System for Graduate Students**

| <u>Numerical Grade</u> | <u>Letter Grade</u> |
|------------------------|---------------------|
| 80-100                 | A                   |
| 70-79                  | B                   |
| 60-69                  | C                   |
| 0-59                   | F                   |

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### **Progression Requirements for Communication Sciences and Disorders**

Progression in the School of CSD for students in the first or second year is based on the following achievements for which the minimum requirements are:

- a) to obtain a passing grade of at least 60% in each course
- b) to obtain a minimum passing grade of 70% for clinical placements \*

- c) to maintain an average of at least 70% overall in a given term and a pass in each pass/fail course

\*If a student fails a clinical placement she/he is given the opportunity (decided on a case by case basis) to complete a clinical placement a second time.

### **Advanced Standing and Audit**

*Reference: Graduate Regulation 6.04*

The student must declare an intention to audit a graduate course by the enrolment deadline for the term, using the Graduate Course Audit Form. The student must have the instructor's signed approval to audit the course, as well as approval from the Supervisor (if applicable) and Graduate Chair. An Audit requires regular attendance and any other obligations as stated by the course instructor in the Comments/Expectations section of the Graduate Course Audit Form. If these requirements are not met, the audit will be removed from the student's record at the instructor's request. After the enrolment deadline, a student may not make a change from auditing a course to taking it for credit, or vice versa, within a given term. A student may, in a subsequent term, enroll in a given course for credit that has previously been audited. Graduate courses delivered online may not be audited without special permission from the program.

### **Communication Support for Students**

Effective communication is fundamental to clinical practice in Audiology and Speech-Language Pathology. Therefore, an important goal of our MCISc education and training program is to enhance a student's abilities to communicate with clients and colleagues in a variety of clinical settings.

On occasion, a student may experience communication problems that impact her/his abilities to interact optimally with clients and colleagues. For examples, a student may experience challenges dialoguing with clients or providing accurate speech, voice, and language models. When these situations occur, CSD faculty will work to support the student's efforts to improve her/his communication skills. CSD faculty will (i) discuss the communication challenge with the student, and (ii) provide the student with information about resources in the UWO or other public communities that they deem helpful in terms of developing the student's communication skills.

### **Academic Advisors**

Each student enrolled in the School of CSD is assigned an academic advisor. All faculty members serve as academic advisors. All advisors will meet with their advisees at the beginning of the school year and following the annual student evaluation process (in January or February).

Academic advisors serve as advocates for students and can provide students with information about the program and School, the Faculty of Health Sciences, and the procedures and guidelines for graduate study at Western. The advisor also assists students in finding various student services available at the University of Western Ontario and informs them about employment, clinical, or research experiences within the school. In addition, academic advisors provide support and advice to students who may experience academic difficulties. Students are encouraged to consult with their advisor early if they encounter difficulties adjusting to the program or meeting program requirements in order that the advisor and advisee can seek ways to resolve difficulties. A brief written

record of meetings with advisors may be kept with the knowledge and approval of both the advisor and student

### **Annual Student Performance Review**

Once per year following the posting of marks for fall semester, faculty will complete forms (attached in Appendix) and meet as a group to review students' academic and clinical progress. The purpose of the review is to ensure that students are making satisfactory progress in academic, clinical, and professional areas and to provide feedback and support to students. Information gathered about a student's progress at the annual review meeting is then shared with each student by her or his advisor in an advisor-advisee meeting (form attached). The student and advisor each have opportunities to comment on the student's progress. Students are acknowledged for their excellent work and will receive suggestions for improving performance when needed. Students who may be experiencing difficulty in clinical or academic work will receive feedback about how to improve performance in the upcoming semesters.

### **Professionalism**

It is expected that students, faculty and staff in the School of CSD will interact in a professional manner. Being a professional means that knowing and following the procedures set out for the program, courses, and clinical practice. Being a professional also involves acting in a way that:

- is respectful of others
- acknowledges and honours the diversity of those in the program, university, and community
- recognizes the interests of others as well as our own
- shows we are accountable including being prepared and on time for classes, meetings, and assignments
- is fair and truthful
- reflects a commitment to the graduate program and to the professions of audiology and speech-language pathology
- ensuring confidentiality in all academic matters

Professionalism in clinic encompasses, but is not restricted to, such qualities and behaviours as:

- observing professional ethics (such as maintaining client confidentiality)
- being aware of and adhering to facility policies and procedures
- dressing appropriately (please avoid revealing clothing and overly casual dress)
- meeting deadlines
- treating others respectfully
- being informed of and adhering to the clinical placement expectations as outlined in clinical contracts/plan for supervision documents and in meetings with clinical supervisors
- ensuring confidentiality in all clinical matters

### **Civility in the Classroom**

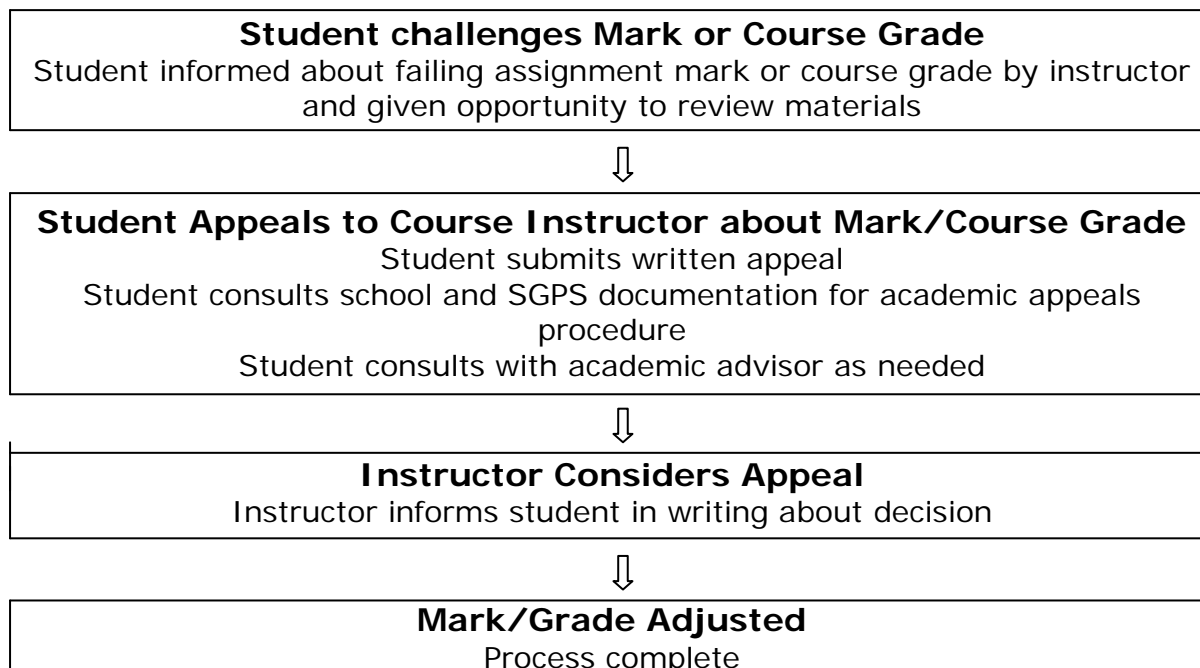
Students are expected to maintain the same high standards of conduct and moral judgment in the classroom as is expected of audiologists and speech-language pathologists. Therefore, students are asked to comply with the following reasonable expectations for classroom conduct:

- Students and the instructor will behave in a manner that is welcoming, supportive, and respectful of cultural and individual differences at all times.

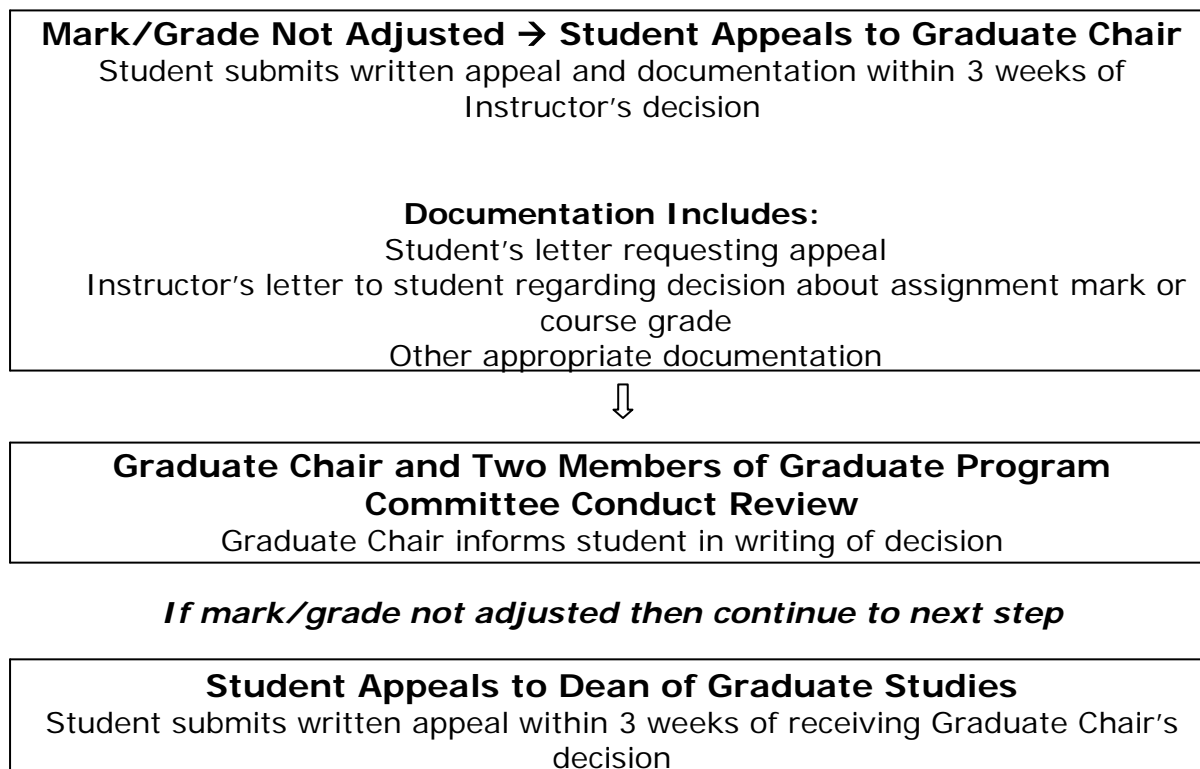
- Students are expected to participate in the course by asking questions and contributing scholarly comments during lectures.
- Conduct that could distract fellow students or the instructor during a lecture must be avoided. This includes, but is not limited to, talking when others are speaking, passing notes, sleeping, texting messages, and overt inattention, among other distracting activities.
- Please arrive on time for class. If you are unavoidably late, please enter quietly and take the nearest seat.
- Cell phones, MP3 players, and other electronic devices, with the exception of laptops and tablets, are to be turned off during class. Receiving and sending text messages should not be undertaken at any time under any circumstances during lectures.
- Computers may be used solely for course purposes (e.g., taking notes). Students must not browse the web, use e-mail or engage in instant text messaging during lectures or laboratories. The latter activities are distracting to others and disrespectful to the learning environment.

## Appeals Process

Prior to initiating an appeal, it is required that students will have discussed the situation with their course instructor and/or advisor. The procedure for appealing an academic decision related to a course follows:



*If mark/grade not adjusted then continue to next step*



\* Appeals for Scholastic Offenses should follow the SGPS Guidelines for Scholastic Offenses. For further details, please refer to SGPS website: <http://grad.Western.ca/>

## General Information

The School of CSD offers the following two Professional Graduate degrees:

1. **Master of Clinical Science (MCISc)** - Communication Sciences and Disorders (Audiology)
2. **Master of Clinical Science (MCISc)** - Communication Sciences and Disorders (Speech-Language Pathology)

The MCISc degree is designed to provide comprehensive, professional education in audiology or speech-language pathology. The focus of the degree is on the development of clinical excellence, critical thinking, and problem solving necessary for practice as a clinical investigator.

The program consists of three integral components:

- a) coursework
- b) research experience(s)
- c) clinical experiences

In addition, our program is designed to provide the full academic and clinical preparations required to meet the licensing requirements of the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO). Our program also meets the membership and certification requirements of the professional associations in Canada including the Ontario Association of Speech-Language Pathologists and Audiologists (OSLA) and the Canadian Association of Speech-Language Pathologists and Audiologists (CASLPA).

## Degree Requirements

**MCISc:** Students will be enrolled in the program for six terms, including two summer practica. Each student must complete successfully the course requirements listed in this Handbook. In addition, each student must complete a minimum of 350 hours of approved supervised clinical practicum in audiology or speech-language pathology.

## Eligibility for Convocation

Eligibility for convocation is based upon:

- a. submission of marks for all course requirements
- b. online submission to "apply to graduate" completed in the final term of study

The above conditions must be met by the deadline dates determined by the SGPS and outlined in the SGPS Calendar (General Section) in order to be eligible for fall convocation. Most students in the school of CSD who complete the degree requirements by August will convocate each year in October.

## Clinical Facilities

The H.A. Leeper Speech and Hearing Clinic is named in honour of a former faculty member, Herbert (Andy) A. Leeper. Dr. Leeper contributed greatly to the development of clinical research and education in the School of CSD and the professions of audiology and speech-language pathology locally, regionally, provincially, nationally and internationally.

The School's well-equipped H.A. Leeper Speech and Hearing Clinic is housed in Elborn College, and operates as an integral part of the program. The mandate of the Clinic is to (a) provide hearing, language and speech services to individuals and their families based on standards of excellence, (b) provide clinical

education for students in the graduate fields of audiology and speech-language pathology under the supervision of qualified faculty, and (c) support research in the areas of communication sciences and disorders. The clinic offers contemporary equipment and materials for use.

The audiology portion of the clinic includes four clinical suites with corresponding observation rooms and a hearing aid dispensary. The speech-language pathology portion of the clinic includes nine clinical suites with corresponding observation rooms. Students obtain clinical practicum hours by completing supervised practicum courses at the H.A. Leeper Speech and Hearing Clinic and at clinical facilities outside the University. Graduate practicum courses include at least one summer placement. Students graduating with an MCISc degree will have obtained a minimum of 350 hours of supervised clinical practicum.

Facilities in the London and surrounding area which offer clinical placements and research facilities in London include, but are not limited to:

- London Health Sciences Centre - University Campus
- London Health Sciences Centre - Victoria Campus
- St. Joseph's Health Care London - St. Joseph's Hospital
- St. Joseph's Health Care London - Parkwood Hospital
- Strathroy-Middlesex General Hospital
- Stratford General Hospital
- St. Thomas-Elgin General Hospital
- Woodstock General Hospital
- The Thames Valley Children's Centre
- The Child and Parent Research Institute (CPRI)
- The Robarts School
- The Thames Valley District Board of Education
- The London District Catholic School Board

Additionally, there are several private practices which may offer clinical placements. Field placements are also available in the other major centers throughout Ontario and the rest of Canada. Opportunities for international placements also exist.

### **Category I Graduate Research Programs – MSc/PhD Degrees**

The Graduate Program of Health and Rehabilitation Sciences (HRS) in the Faculty of Health Sciences offers fields of study for those students who wish to receive research education training in either hearing science or speech and language science. These fields are administered by HRS while faculty members in CSD are research supervisors for students interested in pursuing an MSc or PhD.

#### **MSc/PhD – Hearing Sciences**

Hearing Science is the study of normal and impaired auditory sensation and perception, and the technologies and other rehabilitation strategies for persons with hearing loss and other auditory processing disorders. All faculty supervisors are researchers at the National Centre for Audiology. Our master's and doctoral programs are available to students interested in a research career in the hearing sciences. We welcome applications and inquiries from people with diverse linguistics, psychology, health sciences, and communication sciences backgrounds.

## **MSc/PhD – Speech and Language Science**

This field seeks to understand human speech and language processes, particularly as they relate to health and disability. Basic and applied research focuses on a broad range of content areas including language comprehension and expression; linguistic-cognitive interactions, oral physiology; speech perception; speech physiology and their interactions; voice production and perception; speech and language development; and communication as a psychosocial behaviour. The changing nature of these speech and language processes across the lifespan is also considered. Arising from the complexity of human communication, the Speech and Language Science field sits at the crossroads of a number of domains including speech-language pathology, psychology, physiology, linguistics, neuroscience, and engineering.

For admission requirement information for the M.Sc. and Ph.D. programs, please refer to the Health and Rehabilitation Sciences program website:

[www.Western.ca/fhs/health\\_rehab\\_sci/](http://www.Western.ca/fhs/health_rehab_sci/)

### **Research Facilities**

Facilities are available for research in all areas of modern audiology and speech-language pathology including psychoacoustics, electroacoustics, speech science, language development and disorders, amplification systems, head and neck cancers, voice and resonance disorders, electrophysiology, and auditory development.

An extensive array of state-of-the-art computer and special-purpose equipment is available within School and within the NCA laboratories to support our research programs. Special facilities include the Beltone Anechoic and the Reverberation Chambers (shared NCA); Siemens Child Amplification Laboratory (Dr. Scollie); the GN Otometrics Child Hearing Research Laboratory (Dr. Allen); the Child Language Laboratories (Drs. Archibald, Cardy, Kertoy, Skarakis-Doyle and Warr-Leeper); the Robert B. Johnston Aural Rehabilitation Laboratory (Dr. Jennings); the Hearing Genetics Laboratory (Dr. Stanton); the Bernafon Hearing Innovations Assistive Devices Laboratory (Dr. Jennings, Professor Richert, Dr Scott); the Cobban Hearing Science Laboratory (Drs. Cheesman and Macpherson); the dspfactory Digital Signal Processing Laboratory (Dr. Parsa); the Speech, Auditory Feedback and Electrophysiology Laboratory (Dr. Purcell); the Aging and Communication Laboratory (Dr. Orange); the Speech Physiology Laboratory (Dr. Adams); Swallowing Lab (Dr. Martin); and the Vocal Function Laboratories (Dr. Doyle). Additional details are provided on our website: ([www.Western.ca/fhs](http://www.Western.ca/fhs)).

The School's academic and research facilities include six class and seminar rooms, and three teaching laboratories with equipment for instruction in all areas of audiology and speech-language pathology. The 24 full-time academic and clinical faculty members offer diverse backgrounds and a variety of professional interests (additional details are provided in the section entitled *Audiology Faculty and Speech-Language Pathology Faculty*).

**Course Sequence/2011-12****Audiology**

|                 |  |
|-----------------|--|
| <u>COURSE#</u>  | <u>YEAR 1 -FALL</u>  |
| 9510y           | Principles of Clinical Audiometry                                |
| 9511y           | Applications in Audiometry                                       |
| 9512a           | Acoustics, Perception & the Auditory System                      |
| 9513a           | Electronics & Acoustics  |
| 9520a           | Professional Practice I  |
| 9615a           | Speech Science for Audiology                                     |
| 9625a           | Clinical Applications Speech Science                             |
| <br>            |  |
| <u>COURSE #</u> | <u>YEAR 1 - WINTER</u>   |
| 9501b           | Practicum I  |
| 9510y           | Principles of Clinical Audiometry                                |
| 9511y           | Applications in Audiometry                                       |
| 9515b           | SLP For Audiology  |
| 9516b           | Evoked Potentials and Emissions                                  |
| 9517b           | Physiological Measurement  |
| 9518b           | Foundations of Assistive Hearing Technology                      |
| 9522b           | Professional Practice II   |
| <br>            |  |
| <u>COURSE #</u> | <u>YEAR 1 - SPRING</u>   |
| 9519L           | Module - Noise I - Hearing Conservation                          |
| 9502L           | Practicum II   |
| <br>            |  |
| <u>COURSE #</u> | <u>YEAR 1 - SUMMER</u>   |
| 9529L           | Module - Calibration and Instrumentation                         |
| <br>            |  |
| <u>COURSE #</u> | <u>YEAR 2 -FALL</u>  |
| TBD             | Audiology Practicum III  |
|                 | Pediatric Hearing Disorders: Development and Assessment          |
|                 | Modern Practices in Assistive Hearing Technologies: Hearing Aids |
|                 | Counseling   |
|                 | Aural (Re)Habilitation: Theory-to-Practice                       |
|                 | Applications in Assistive Hearing Technologies II                |
|                 | Professional Practice III  |
| <br>            |  |
| <u>COURSE #</u> | <u>YEAR 1 - WINTER</u>   |
| TBD             | Audiology Practicum IV   |
|                 | Modern Practices in Assistive Hearing Technologies               |
|                 | Adult Hearing Disorders  |
|                 | Aural (Re)Habilitation: Theory-to-Practice                       |
|                 | Professional Practice IV   |
| <br>            |  |
| <u>COURSE #</u> | <u>YEAR 2 -SUMMER</u>  |
| TBD             | Audiology Practicum V  |
| <br>            |  |
| MODULES:        | Advanced Modules (3-4 different modules-rotating) TBD            |
|                 | Module Noise 2 TBD   |

## Audiology Course Summaries

### YEAR 1

#### FOUNDATION COURSES: YEAR 1

##### *Principles of Clinical Audiometry* Fall & Winter

###### **Focus Area: Clinical-Professional**

This course will focus on the principles of pediatric and adult audiometric assessment and interpretation of the test results, with an emphasis on detection of hearing loss and determining the site of lesion (differential diagnosis).

##### *Acoustics, Perception, & the Auditory System* Fall

###### **Focus Area: Hearing Science, Physiology, Disorders**

This course provides an introductory background for understanding sound, its propagation, and the acoustics of rooms and the external ear. Signal filtering and representations in time and frequency domains will be introduced. Anatomy of the ear and auditory nervous system will be covered, as well as the function of these systems in the processing of sound. Perception and psychophysics, as well as sound localization will also be studied.

##### *Electronics and Instrumentation* Fall

###### **Focus Area: Hearing Technologies**

This course will cover fundamentals of electricity, electronics, and digital signal processing within the context of audiological instrumentation (sound level meters, audiometers, OAE equipment, tympanometers, hearing aid analysers). Students will also learn to calibrate and troubleshoot audiological instrumentation.

##### *Speech Science: Anatomy, Acoustics & Speech Perception for Audiology*

Fall

###### **Focus Area: SLP Minor Area**

The course will cover theory and applications in vocal tract physiology, speech acoustics, and speech perception and application to understanding and assessing communication disorders.

##### *Auditory Evoked Potentials and Emissions* Winter

###### **Focus Area: Hearing Science, Physiology, Disorders**

This course will cover foundational knowledge for objective physiological measurement of the auditory system using auditory evoked potentials and otoacoustic emissions. Basics common to these measurements will be treated including introductory signal processing (filtering, averaging, time domain and spectral analysis), and the types of acoustic stimuli and their calibration.

##### *SLP for Audiology* Winter

###### **Focus Area: SLP Minor Area**

Exploration of phonological, lexical syntactic-morphological, and pragmatic aspects of human communication associated with speech, language, hearing, and related disorders, normal processes of speech and language comprehension and production over the life span.

##### *Foundations of Assistive Hearing Technologies* Winter

###### **Focus Area: Hearing Technologies**

This course will orient students to hearing technologies that assist persons with hearing impairment (hearing aids, assistive listening and alerting devices,

implantable technologies). Training in digital signal processing will introduce functions within modern hearing aids. Hands-on training will cover procedures for prescribing and verifying and troubleshooting hearing aids in adults.

## **THEORY TO PRACTICE COURSES: YEAR 1**

### **Applications in Audiometry** Fall & Winter

#### **Focus Area: Clinical-Professional**

This course will cover clinical audiological procedures and interpretation used in the assessment of hearing impairment across the lifespan, and promotes the transition from theory-to-practice. In the Fall semester, the emphasis is on the detection of hearing loss using clinical procedures designed for the adult population, and an introduction to use of the basic audiological test battery for determining the site of lesion (differential diagnosis). In the Winter semester, the emphasis will be on modifications to clinical protocols for special populations, and advanced test protocols. Limitations of the basic, detection oriented battery will also be reviewed. Students will learn through a variety of formats that support knowledge integration and application, including clinical case examples, role-playing, demonstration and hands-on experience with clinical equipment and protocols.

### **Professional Practice I** Fall

#### **Focus Area: Clinical-Professional**

This is an introductory course in professional and clinical development in the field of audiology. It will include a basic introduction to many of the provincial, federal, professional and regulatory body acts and preferred practice guidelines that define professional behavior in audiology. It will relate these acts to the development of a personal and family-centred philosophy of practice across patient lifespan, and disease process, keeping in mind cultural sensitivities. Format will consist of lectures, potential on line self study units, clinical observation and integration of cases into the classroom setting.

### **Physiological Measurement** Winter

#### **Focus Area: Hearing Science, Physiology, Disorders**

This course will cover practical use of physiological measurements of the auditory system. This will include otoacoustic emissions and auditory evoked potentials elicited from different levels of the auditory nervous system. Measurement setup, data collection, data interpretation, and report writing will be performed.

### **Professional Practice II** Winter

#### **Focus Area: Clinical-Professional**

This course provides students with an introduction to basic clinical principles and clinical practice in Audiology. It will focus on the development of professional skills and introductory clinical principles associated with audiological practice. Topics would include infection control, report writing, cerumen management, earmould impressions, an introduction behavioral assessment of children, basic amplification procedures, and Ontario Infant Hearing Program Protocols. Patient-focused clinical care will also be addressed through discussion and reflection of clinical cases encountered during clinical practicum experiences. Participation in the patient case rounds and manufacturers presentations will facilitate the transition from theory-to-practice (students join the Professional Practice IV case/manufacturer rounds for this component of the course)

## **AUDIOLOGY PRACTICUM SERIES: YEAR 1**

### **Audiology Practicum I Winter**

First-year students will practice and improve their basic clinical assessment skills during this in-house placement. The goals of this in-house placement in HA Leeper Speech and Hearing Clinic placement are for Year 1 students to develop their basic audiological assessment skills and counselling abilities and to reinforce theory-to-practice drawing from concepts covered in concurrent and prerequisite course work.

### **Audiology Practicum II Summer**

First-year students will be placed at clinical practicum sites within Canada. The external placement is the first-year students' first experience with a full-time audiological placement. The placement will last approximately 8 weeks and include 30-40 hours of practicum per week. The external placement is intensive and allows the first-year student the opportunity to fine-tune their assessment skills or develop and improve their skills in other aspects of audiology. The nature and extent of professional skill development will depend on the clinical assessment and treatment philosophy of the practicum site.

## **MODULES: YEAR 1**

### **Module Noise 1 Intersession (April or May)**

In this module, the effects of noise, both auditory and non-auditory, will be reviewed and the mechanisms and clinical features of noise-induced hearing loss will be introduced. Occupational noise exposure legislation and conservation programs, both occupational and non-occupational, will be covered in detail.

### **Module Instrumentation and Calibration Summer**

In this module, students will acquire advanced skills through practical activities using various types of instrumentation and performing calibration. Experiential learning using sound level meters and through the calibration of audiometers, immitance, otoacoustic emissions and real ear measurement equipment will be achieved in this final applications course, completed in the Starkey Laboratory at UWO.

## **YEAR 2**

## **FOUNDATION COURSES: YEAR 2**

### **Pediatric Hearing Disorders: Development and Assessment Fall**

#### **Focus Area: Hearing Science, Physiology, Disorders**

This course will provide knowledge of the normal and disordered development of both hearing and the auditory pathways, as a scientific foundation for modern assessment procedures in pediatric audiology. The impact of teratogenic, congenital, and/or genetic anomalies on the normal development of the hearing system will be introduced. Protocols for clinical pediatric assessment will be taught in specific areas including high frequency tympanometry, and assessment of Auditory Processing Disorder and Auditory Neuropathy Spectrum Disorder. Case studies will be used to build emerging competence in integrating results across a test battery.

**Modern Practices in Assistive Hearing Technologies II** Fall**Focus Area: Hearing Technologies**

This course will support advanced clinical practice in prescribing and verifying hearing aids, with an emphasis on evidence-based use of procedures and technologies. Advanced knowledge of the scientific foundations underlying current clinical practice will be supported and expected. Reading and discussion of evidence and modern protocols will critically evaluate advanced procedures in real ear measurement, prescription, electroacoustic evaluation of dsp, and outcome measurement.

**Modern Practices in Assistive Hearing Technologies I : (Implantable Devices)** Winter**Focus Area: Hearing Technologies**

This course will cover core knowledge of physiology, psychophysics, technology, and clinical practice implantable hearing technologies, with a focus on cochlear implants. [add detail as needed] The course combines lectures, psychophysical and practical laboratory activities, and clinical observation.

**Adult Hearing Disorders** Winter**Focus Area: Hearing Science, Physiology, Disorders**

This course will approach hearing disorders from a broad perspective, beginning with pathophysiology and etiology and encompassing medical and audiological approaches to assessment, diagnosis, and treatment. The focus will be on the adult population.

**THEORY TO PRACTICE COURSES: YEAR 2****Counseling** Fall**Focus Area: Clinical-Professional**

This course will provide an in-depth overview of foundations of counseling for adults and children with communication, hearing, vestibular and tinnitus disorders and their families. Counseling approaches designed to maximize a patient's ability to understand, adapt and cope with a communication disorder will be learned through clinical observations, demonstrations, clinical case studies, and role-playing.

**Aural (Re)Habilitation:Theory-to-Practice** Fall & Winter**Focus Area: Clinical-Professional**

This course focuses on the theory, practice and issues related to the provision of aural rehabilitative (AR) services to deaf, deafened, and hard of hearing individuals of all ages. The role of the audiologist in the provision of these services, and in partnership with other health professions, and consumer-based organizations will be explored. Students will transition from theory to practice through observation and participation in a variety of practical experiences for different age groups. Practical experiences may include in-house and external placements in settings that include: adult group aural rehabilitation programs (speech reading, communication strategies and management, school board placements for high school (Montcalm) and elementary school age children (including Hear Together and Discovery Day, work with school board audiologist and possibly itinerant teachers, Fairmont), cochlear implant program, Canadian Hearing Society, Infant Hearing Program, other community programs (Lean on Me, Gray Matters, Centre for Activity and Aging)

**Applications in Assistive Hearing Technologies II Fall****Focus Area: Hearing Technologies**

This course will support advanced clinical practice in prescribing and verifying hearing aids, with an emphasis on evidence-based use of procedures and technologies. This course will train advanced practice procedures in hearing aid prescription, technology selection, and technology evaluation, and dispensing, with a focus on practice with the pediatric population and advanced technologies. Hands on activities with simulated patients, clinical observation with reflection, portfolio building, and training on administrative procedures (forms, protocols) will build practical skills in these areas of practice.

**Professional Practice III Fall****Focus Area: Clinical-Professional**

This course will make use of experiential learning strategies (e.g., case studies, observation, reflective practice, resource portfolios) to build competence in protocol knowledge, integration of information, clinical decision analysis, developing recommendations, presentation of information, and professionalism in the context of service delivery. Students will present adult and pediatric clinical cases for discussion, analysis and reflection. Hearing instrument, assistive technology and instrumentation manufacturers will present to inform students of current products and technologies relevant to the practice of audiology.

**Professional Practice IV Winter****Focus Area: Clinical-Professional**

This course will make use of experiential learning strategies (e.g., lectures, seminars, guest lecturers, case studies, observation, reflective practice, resource portfolios) to build competence in protocol knowledge, integration of information, and professionalism in the context of service delivery.

**AUDIOLOGY PRACTICUM SERIES: YEAR 2****Audiology Practicum III Fall**

Second-year students will be supervised by clinical faculty members in the HA Leeper Speech and Hearing clinic. Second-year students will be exposed to a wider variety of appointments across the age span, including, but not limited to: IHP assessments/fittings/follow-ups, CAP assessments, amplification assessments/fittings/follow-ups, FM assessments/fittings/follow-ups, tinnitus assessments, and paediatric (non-IHP) assessments. This placement will provide second-year students the opportunity to broaden their clinical experience and expertise.

**Audiology Practicum IV Winter**

Second-year students will have the option of being placed in the HA Leeper Speech and Hearing clinic or an off-campus site. Students will be provided the ability to function autonomously in a wider variety of appointments, including, but not limited to: CAP assessments, amplification assessments/fittings/follow-ups, FM assessments/fittings/follow-ups, tinnitus assessments, and paediatric (non-IHP) assessments. Improvement in technique and continued growth in clinical skills and knowledge will be expected; second-year students should be working more independently and functioning in a more autonomous capacity with minimal supervision. This placement will provide clinical faculty supervisors the opportunity to work more closely with those students that need additional training or support.

**Audiology Practicum V Summer**

Second-year students will be placed at clinical practicum sites within Canada. The external placement is the second-year students' second experience with a full-time audiological placement. The placement will last approximately 8-12 weeks and include 30-40 hours of practicum per week. The final external placement is intensive and allows the second-year student the opportunity to fine-tune their assessment skills, and achieve competence for entry to clinical practice.

**MODULES: YEAR 2****Advanced Modules (3-4 different modules-rotating)****Focus Area: Various**

Course Descriptions: - TBD

**Module Noise 2 Intersession (April or May)**

In this module, the focus is on theory-to-practice and covers issues related to noise in occupational and non-occupational settings, including educational facilities. Noise control, noise exposure measurement, hearing loss prevention through personal hearing protection, and room acoustics including noise issues related to the educational setting will be covered. Public education programs relating to noise will also be incorporated into this learning experience.

## Speech Language Pathology

|                 |  |
|-----------------|--|
| <u>COURSE #</u> | <u>YEAR 1 -FALL</u>  |
| 9610a           | Anatomy & Physiology   |
| 9620a           | Clinical Applications in Anatomy & Physiology                  |
| 9611a           | Clinical Phonetics & Clinical Transcription of Speech          |
| 9612a           | Fluency Disorders and Clinical Application                     |
| 9613a           | Language Acquisition: Foundations & Clinical Applications      |
| 9615a           | Speech Science   |
| 9625a           | Clinical Applications in Speech Science                        |
| 9616a           | Intro to Profession Practice                                   |
| 9626a           | Clinical Applications in Professional Practice                 |
| <u>COURSE #</u> | <u>YEAR 1 -WINTER</u>  |
| 9600b           | Teaching Clinics in SLP  |
| 9601b           | Practicum in SLP I   |
| 9617b           | Acquired Language Disorders                                    |
| 9627b           | Clinical Applications in Acquired Language Disorders           |
| 9618b           | Developmental Language Disorders I                             |
| 9628b           | Clinical Applications in Developmental Language Disorders I    |
| 9619b           | Developmental Speech Disorders                                 |
| 9629b           | Clinical Applications in Developmental Speech Disorders        |
| 9630b           | Neurologically Based Speech Disorders                          |
| 9640b           | Clinical Applications in Neurologically Based Speech Disorders |
| <u>COURSE #</u> | <u>YEAR 1 -SPRING/SUMMER</u>                                   |
| 9631L           | Voice Disorders  |
| 9641L           | Clinical Applications in Voice Disorders                       |
| 9602L           | Practicum in SLP II  |
| 9603L           | Practicum in SLP III   |
| <u>COURSE #</u> | <u>YEAR 2 -FALL</u>  |
| TBD             | Practicum in Speech-Language Pathology IV                      |
|                 | Audiology and Hearing Science for SLP                          |
|                 | Clinical Applications in Audiology and Hearing Science         |
|                 | Developmental Language Disorders II                            |
|                 | Clinical Applications in DLD II                                |
|                 | Professional Practice Issues                                   |
|                 | Swallowing and Dysphagia                                       |
|                 | Clinical Applications in Swallowing & Dysphagia                |
|                 | Minor Hours in Audiology                                       |
| <u>COURSE #</u> | <u>YEAR 2 -WINTER</u>  |
| TBD             | Practicum in Speech-Language Pathology V                       |
|                 | Aural Habilitation/Rehabilitation for the SLP                  |
|                 | Resonance Disorders  |
|                 | AAC and other Special Topics in SLP                            |
|                 | Evidence Based Practice: Principles & Techniques               |
|                 | Evidence Based Practice Applications                           |
| <u>COURSE #</u> | <u>YEAR 2 -SPRING/SUMMER</u>                                   |
| TBD             | Counselling  |
|                 | Practicum in Speech-Language Pathology VI                      |
| <u>COURSE #</u> | <u>ELECTIVE SEMINARS TBD</u>                                   |

**SLP COURSE SUMMARIES****Year 1 Fall****Introduction to Professional Practice**

This course provides the clinical foundations and principles for conducting assessment and treatment for individuals with communication impairments. The course also discusses the professional practice issues that are relevant to the Speech-Language Pathology field. Multiple instruction format includes lecture, directed clinical observations at the H.A. Leeper Speech and Hearing Clinic, videocases, client interaction, group presentations, etc. [28 hrs over 7 weeks; 0.5 credit]

**Clinical Applications in Professional Practice**

This is a practical course to facilitate the application of the clinical principles taught in Introduction to Professional Practice. Students have the opportunity to work "hands-on" with assessment tools and to analyse assessment data, to select clinical goals, and to develop therapeutic hierarchies. In addition, students learn how to write clinical lesson plans, conduct on-line scoring to measure outcomes of therapy sessions, and develop their clinical reporting skills. [11 hrs over 7 weeks; 0.25 credit]

**Anatomy & Physiology for CSD**

The objective of the course is to develop a basic knowledge of head and neck anatomy and physiology as applied to human communication. The course of study involves: anatomy and physiology of the ear and hearing; anatomy and physiology of respiration and phonation; and anatomy and physiology of articulation and resonance. [39 hrs; 0.5 credit]

**Clinical Applications in Anatomy & Physiology**

This applied course allows students to develop their skills in identifying anatomical and physiological structures of the head and neck through the use of models, cadaveric materials and videotaped demonstrations. [13 hrs; 0.25 credit]

**Clinical Phonetics and Clinical Transcription of Speech**

Students learn to describe accurately, to analyze and to transcribe normal sound production. The relevance and application of phonetic transcription skills in the assessment and intervention of clinically disordered populations is explored. Attention also is devoted to exploring speech sound differences among culturally and linguistically diverse populations. Students are then challenged to use their transcription skills in the description and analysis of disordered speech samples. [28 hrs over 5 wks; 0.5 credit]

**Language Acquisition: Foundations and Clinical Applications**

This course covers typical language acquisition (i.e., syntax, morphology, semantics, pragmatics and phonology) in young children from infancy through the preschool period of development. Key aspects in the development of both language production and comprehension are reviewed. Applied activities allow students to develop their observation skills for identifying key communicative behaviours associated with 4 developmental periods. In addition, they have hands-on experience analyzing children's language samples for semantic relations, communicative intent, morphology, and emerging syntax. [36 hrs over 12 wks; 0.5 credit]

**Speech Science**

Students are introduced to the physiologic, acoustic and perceptual characteristics of speech. Principles and methods for the laboratory study of speech are explored. [39 hrs; 0.5 credit]

**Clinical Applications in Speech Science**

Students use computer-based procedures to obtain basic physiologic and acoustic measures of normal and disordered speech. [13 hrs; 0.25 credit]

**Fluency Disorders and Clinical Applications**

This course prepares students for entry level practice in fluency disorders. The course reviews the current knowledge base related to disorders of speech fluency including stuttering, cluttering, psychogenic stuttering, and neurogenic stuttering. Assessment and treatment protocols for all age groups are presented and evaluated. Fluency enhancing strategies are taught in hands-on sessions. [39 hrs; 0.5 credit]

**Year 1 Winter****Teaching Clinic in SLP**

This intensive teaching clinic provides the clinical foundations and skills for the assessment and treatment of specific communication disorders. The purpose of this course is to ensure that students are ready to start their in-house clinical placement [12 hrs over 2 weeks; 0.25 credit]

**Practicum in Speech-Language Pathology I**

This course involves guided, supervised initial clinical practicum in the management of speech and language disorders in the H.A. Leeper Speech and Hearing Clinic [0.5 credit].

**Neurologically Based Speech Disorders**

This course focuses on the pathophysiology, speech characteristics, assessment, and treatment of the major motor speech disorders (dysarthrias and apraxia of speech). [39 hrs; 0.5 credit]

**Clinical Applications in Neurologically Based Speech Disorders**

In this course, students use standard clinical testing procedures to develop skills related to the identification and assessment of neurologically based motor speech disorders. [13 hrs; 0.25 credit]

**Acquired Language Disorders**

The purpose of the course is to develop critical thinking and problem solving skills in two areas. The first area involves the theoretical constructs and clinical features of language and cognitive-communication disturbances of adults with aphasia and related disorders. The second area relates to language and communication therapies for adults with aphasia and related disorders. [39 hrs; 0.5 credit]

**Clinical Applications in Acquired Language Disorders**

This course includes small group, hands-on experiences, where students work through the assessment and rehabilitation processes for acquired language disorders using case studies and other clinical resources. [13 hrs; 0.25 credit]

**Developmental Speech Disorders**

The course includes extensive coverage of current models and information on normal and abnormal development of phonology, knowledge of currently accepted procedures and theoretical support for assessment of phonological disorders, and intervention techniques and procedures based on several models of phonological development. [39 hrs; 0.5 credit ]

**Clinical Applications in Developmental Speech Disorders**

Small group learning of specific skills needed to conduct phonological assessment and intervention with children. Students gain hands-on practice in assessment procedures and intervention techniques. Case examples and clinical scenarios are used to guide sound clinical decision making. [13 hrs; 0.25 credit]

**Developmental Language Disorders I**

This course develops student knowledge of models, causes and characteristics of language disorders in infants, toddlers and preschoolers. Students then learn how to select and to apply best practices in the assessment and intervention of language and emergent literacy at these different stages and in special populations (including Autism Spectrum Disorders). How to respect diversity and family dynamics, as well as identify the contributions of, and work collaboratively with, other professionals is included. [39 hrs; 0.5 credit]

**Clinical Applications in DLD I**

Students are provided with hands-on practice in standardized and nonstandardized assessment, report writing, and intervention planning for young children with developmental language disorders. [13 hrs; 0.25 credit]

**Year I Intersession****Voice Disorders**

This course briefly reviews anatomy and physiology of the larynx and principles of phonation. Course emphasis is on assessment and management of voice disorders common in both adults and children. For each voice disorder, there is discussion of the presumed underlying bases/etiology, of the factors perpetuating the disorder and of the treatment alternatives, including how to structure an appropriate treatment plan and treatment monitoring and outcome measures. Case presentations help to highlight assessment and treatment principles and to integrate learning. Voice rehabilitation following treatment for laryngeal cancer also is included along with issues underlying treatment options, as well as short and long-term issues impacting communication disability [30 hrs over 2 wks; 0.5 credit].

**Clinical Applications in Voice Disorders**

Laboratory instruction centers on skill development associated with common approaches to voice assessment and evaluation. This includes the use of standard recording protocols and acoustic measurement of voice for documentation, perceptual evaluation methods associated with voice description and monitoring. Issues of treatment planning and structure are included. Lab experiences include issues that cross both those with laryngeal-based disorders of voice, as well as those who experience voice loss due to treatment for laryngeal cancer. [10 hrs over 2 wks; 0.25 credit]

## **Year 1 Spring**

### **Practicum in Speech-Language Pathology II**

This course involves guided, supervised second clinical practicum in the management of speech and language disorders. [0.5 credit]

## **Year 1 Summer**

### **Practicum in Speech-Language Pathology III**

This course is the third practicum in the clinical management of speech and language disorders. The summer practicum usually involves intensive full day programs (i.e. fluency camp, language camp). [0.5 credit]

## **Year 2 Fall**

### **Practicum in Speech-Language Pathology IV**

This course involves a supervised clinical practicum in the management of speech and language disorders in the H.A. Leeper Speech and Hearing Clinic [0.5 credit]

### **Audiology and Hearing Science for SLP**

Students are first introduced to the basics of acoustics, anatomy/physiology of the auditory system, and psychoacoustics. Next, a survey of the discipline of audiology is provided in order to introduce students to the diagnostic, (re)habilitative, and educational roles played by audiologists and the audiological role played by speech-language pathologists. An introduction to methods of audiological assessment, including pure tone and impedance audiometry, is also provided. [39 hrs; 0.5 credit]

### **Clinical Applications in Audiology and Hearing Science**

Students are provided with hands-on experience with auditory and psychoacoustic phenomena, as well as clinical audiological equipment and procedures. [13 hrs; 0.25 credit]

### **Developmental Language Disorders II**

This course provides a basis for understanding what is known about the nature, identification, assessment, and treatment of developmental language and literacy impairments in school-aged children. Focus is on the application of oral and written language assessment results to the development of effective intervention plans, and service delivery models. [39 hrs; 0.5 credit]

### **Clinical Applications in DLD II**

In this course, students are provided with hands-on activities directed at learning and practicing methods for the assessment and treatment of developmental impairments in oral language, reading and writing in school-aged children. Students develop skills in discourse analysis, interpreting assessment data, and programming for intervention. [13 hrs; 0.25 credit]

### **Professional Practice Issues**

This course examines issues related to the professional practice of speech-language pathologists. Topics addressed include career planning, roles of professional associations and regulatory bodies, legal issues, ethical issues and practice management. The format consists of guest speakers and group

discussions resulting from these presentations. [26 hrs; 0.5 credit]

### **Swallowing and Dysphagia**

The overall objective of the course is to develop a basic knowledge of swallowing and swallowing disorders. Topics covered include: anatomy and physiology of normal swallowing, neurophysiology of normal swallowing, major etiological subtypes of dysphagia, pathophysiology and neuropathophysiology of several major subtypes of oropharyngeal dysphagia, methods of assessing oropharyngeal swallowing, designing a comprehensive swallowing assessment, analysis and interpretation of videofluoroscopic and endoscopic data, management options currently available in treating individuals with swallowing disorders, utilizing assessment findings to plan appropriate management, factors that should be considered in decisions regarding oral versus enteral feeding, and professional issues relevant to swallowing and dysphagia. [39 hrs; 0.5 credit]

### **Clinical Applications in Swallowing & Dysphagia**

This course aims to develop students' skills in applying knowledge of swallowing and dysphagia to "real-world" clinical cases. Hands-on approaches to learning, including analysis of videofluoroscopic swallowing studies, case-based assessment and therapy planning, and case-based feeding decision-making, are employed. [13 hrs; 0.25 credit]

### **Minor Hours in Audiology**

This course, which is completed at any point throughout the second year of the program, provides SLP students with supervised clinical observation and experiences to satisfy certification requirements for minor hours in audiology [0.25 credit].

## **Year 2 Winter**

### **Practicum in Speech-Language Pathology V**

In this course, students complete a community-based clinical practicum in the management of speech, language and swallowing disorders. [0.5 credit]

### **Aural Habilitation/Rehabilitation for the SLP**

In this course, students examine issues in habilitation and rehabilitation of speech and language impairments associated with hearing impairments. The topics entail the integration of material from previous coursework in speech-language pathology as they relate to the communication impairments of individuals with hearing impairments across the life span. In particular those issues that speech-language pathologists are mostly likely to encounter in their general practices are highlighted, such as the impact of recurrent middle ear infection and other forms of mild hearing loss on speech and language development, auditory verbal therapy, and the interaction of hearing loss with language and cognitive deficits among older adults. Additionally, Deaf culture, its representatives' position on the rehabilitation efforts by speech-language pathologists and audiologists, and the impact of its position on those with hearing impairments is examined. Because habilitation and rehabilitation approaches to hearing loss and their impact on speech and language development and function are multidisciplinary endeavours, the roles and contributions of speech-language pathologists to teamwork are examined. [39 hrs; 0.5 credit]

**Resonance Disorders**

The course provides instruction on the nature, etiologies, and principles of assessment and treatment related to speech and resonance disorders resulting from functional causes, cleft palate and other oro-facial anomalies. Intensive individualized study of theoretical issues and research is included. [39 hrs; 0.5 credit]

**AAC and other Special Topics in SLP**

This course provides foundations for clinical practice in the areas of Augmentative and Alternative Communication, Autism Spectrum Disorders, and Traumatic Brain Injury. The course offers the expertise of community instructors who are practicing in these fields. An opportunity is provided to hear from clients, and to work both in groups and individually on cases, allowing for a hands-on application of the content. [39 hrs; 0.5 credit]

**Evidence Based Practice: Principles & Techniques**

This course provides students with the necessary skills and tools needed to find and evaluate the ever-increasing knowledge base in their chosen field. The course seeks to teach students how to update their knowledge throughout their career by applying these skills, and participating in clinical research. [26 hrs; 0.5 credit]

**Evidence Based Practice Applications**

Students will apply their knowledge gained in Evidence Based Practice: Principles and Techniques to provide a critical analysis of research pertaining to a clinical question of interest, and a clinical recommendation based on the current state of evidence. [13 hrs; 0.25 credit]

**Elective Seminar**

In a small group, interactive format, students acquire new or expanded knowledge in a specialty topic area. Students chose from one of four elective seminars. [26 hrs; 0.5 credit; optional].

**Year II Intersession****Counselling**

This course introduces the student to theory, practice and issues related to counselling in speech-language pathology. The informational and personal adjustment counselling needs of specific client populations and families are explored. [26 hrs over 2 wks; 0.5 credit]

**Year II Spring/Summer**

**Practicum in Speech-Language Pathology VI** In this course, students will complete a final and full-time clinical practicum in the community for the management of speech, language, and swallowing disorders. [0.5 credit]

## Clinical Practicum

Students in our School have the privilege of participating in a wide variety of clinical experiences. Clinical settings include our own H.A. Leeper Speech and Hearing Clinic, hospitals, schools, treatment centers, private practices, and specialized clinics. Many of these settings offer the opportunity for students to interact and collaborate with students and professionals from other disciplines.

Students may be required to leave the London region for their intensive or block practica and may need to arrange transportation to those practicum sites. They are encouraged to avail themselves of the unique opportunities offered in different parts of Canada.

The University of Western Ontario does not require a Criminal Records Check as a condition of admission. However, prospective students should be aware that a Criminal Records Check will be required by clinical placement facilities. It is the student's responsibility to have the necessary procedure completed. Students may receive funding to offset the costs associated with completing these procedures. You will be required to share your Criminal Record Check (Vulnerable Sector Screen) directly with your placement site. Students may, but are not obligated to, disclose this information to the School. Students unable to complete a clinical requirement of their program because the facility refuses to accept them on the basis of the information contained in the record check or other screening procedure may not be eligible for progression or graduation.

In August, prior to entry into the program, and in each subsequent August, students will be required to complete a Criminal Record Check/Vulnerable Sector Screen.

Additional checks may be required to satisfy specific facility or jurisdictional requirements. Students may receive funding to offset the costs associated with completing these additional procedures.

As part of your education and clinical training, second year audiology and speech-language pathology students complete external placements in the community. Since 2008, second year students in speech-language pathology have had the opportunity to apply to take part in two unique clinical placement initiatives each year: The Northern Initiative Placement and The Peru Placement. Both of these clinical opportunities are fully supervised, partially funded placements. Interested and qualified students are able to apply for the 4 positions in each placement. Both of these placements are conducted within a social justice framework, working to serve under-privileged populations here in Canada and abroad. The Northern Initiative Placement is a one week mixed adult and paediatric placement that takes place in several locations including Moose Factory, Attawapiskat, and Kashechewan in Northern Ontario. The Peru Placement is completed over two weeks in Lima and Cuzco, Peru. Students work in a cleft lip and palate clinic, a school for the deaf, and a school for children with multiple needs (AAC and swallowing). When students enter the second year, information and details regarding these placements and the application process will be shared with them. It is important to note that these are special clinical opportunities that can only be offered on a yearly basis, dependent on the availability of funding, clinical sites, and clinical supervisors to provide the supervision required.

Financial support is available for students interested in a Northern Ontario experience. To highlight one of the Northern Ontario experiences, students may join an interdisciplinary team, in which they share accommodation with students from other disciplines and participate in interdisciplinary seminars.

## **Elborn Interprofessional Health Education (IPHE) Series**

### **Requirement**

As a way to facilitate skills to work in interprofessional teams, all clinical students in audiology and speech-language pathology are required to participate in the Elborn IPHE series as part of their clinical training. These IPHE sessions are approximately 90 minutes in length and will involve working through case studies under the guidance of clinicians from the health disciplines (including audiology, occupational therapy, physiotherapy, and speech-language pathology).

For some sessions, interprofessional teams from various work settings will be invited to work with you. It is an opportunity to meet students from the other disciplines and to work with them on real issues faced by interprofessional teams in the community. At the start of your clinic year you will be informed as to the dates of these sessions and how many you have to attend (no more than 2 per academic year).

### **Minor Area of Study**

Over the course of the program, all students must obtain 20 clinical hours in their minor area of study (i.e., audiology hours for speech-language pathology students, and speech-language pathology hours for audiology students). Opportunities exist to complete these hours both in the London area and in the students' home regions. Arrangements are made by CSD clinical faculty for students to complete their minor hours.

## **Audiology Practicum**

### **Year 1**

Students in Year 1 are assigned to a winter term clinical practicum placement at the H.A. Leeper Speech and Hearing Clinic consisting of two hours of clinical audiology per week. Supervisory conferences with clinical faculty will require another half to one hour session.

Students are assigned to an eight-week full-time placement in the summer term. This placement can occur in the H.A. Leeper Speech and Hearing Clinic or at an outside facility.

### **Year 2**

Students in Year 2 are assigned to a fall term clinical practicum placement at the H.A. Leeper Speech and Hearing Clinic consisting of two hours of clinical audiology per week. An additional winter practicum may be assigned, if needed or requested by students with the agreement of the student's academic supervisor or research supervisor and the clinical coordinator.

Students are assigned to an eight-week full-time placement in the summer term. This placement can occur in the H.A. Leeper Speech and Hearing Clinic or at an outside facility.

## Speech-Language Pathology Practicum

### Year 1

Students in Year 1 are assigned to clinical practica at the H.A. Leeper Speech and Hearing Clinic during winter and spring terms. The practica normally consist of 2 to 4 hours of direct client contact per week. Supervisory conferences with clinical faculty and teaching clinics are included in the practica, and can account for an additional 1-2 hours per week.

Students participate in the summer term in a variety of clinical areas either within or outside of the H.A. Leeper Speech and Hearing Clinic. These intensive practica can be up to 12 weeks in duration (12 week placements include the Spring Term).

### Year 2

Students in Year 2 are assigned to clinical practica at the H.A. Leeper Speech and Hearing Clinic during the fall term. The practica normally consist of 2 to 4 hours of direct client contact per week. Supervisory conferences with clinical faculty and teaching clinics are included in the practica, and can account for an additional 1-2 hours per week.

Students in Year 2 are assigned to a winter term clinical practicum at an outside facility which is the equivalent of one full day per week over a 10 to 12 week period (i.e., 10 to 12 full days).

Students in Year 2 are assigned to an 8 to 12 week full-time summer externship placement. The length of this practicum placement varies according to student need, facility need, and community placement availability.

## PROFESSIONAL ASSOCIATIONS

### CASLPA - The Canadian Association of Speech-Language Pathologists and Audiologists

CASLPA is the national voice and recognized resource for speech-language pathology and audiology in Canada. CASLPA is not a licensing body but exists to support you, the professional and membership is voluntary. CASLPA's mission is to support and empower our members to maximize the communication and hearing potential of the people of Canada.

#### Student Membership

Students can become members of CASLPA at a cost of \$75.00 which covers all years of your Master's or PhD program. Applications are available from the CASLPA office, website, [www.caslpa.ca](http://www.caslpa.ca) or the student representative. CASLPA is in a joint membership alliance with some of the provincial associations and for the \$75.00 student membership fee, students can choose to be a member of any of the joint alliance associations in: British Columbia, Saskatchewan, PEI, Nova Scotia, Newfoundland, Yukon, or Northwest Territories. As a member of provincial association, students receive newsletters from that association at no additional cost. Student members will be sent electronic versions of the *Canadian Journal of Speech-Language Pathology and Audiology (CJSLPA)*, the monthly electronic news bulletin (*CommunE-cate*), the Association's

newsletter (*Communiqué*), and many other benefits. Continuing education is provided at reduced costs to students through the Annual Conference held each spring, webinars and workshops.

In addition, all fees collected from students at WESTERN are used to support student activities that the students select as a group and to assist with funding to attend the national conference to present accepted papers. There is a CASLPA student awards program as well as \$18,000 available to CASLPA student members through 17 scholarships. Students of WESTERN elect two members from their student body to act as their CASLPA representatives. CASLPA has a special section on the website for students to network with one another in and a facebook and twitter link. Check out the CASLPA student application and benefits of student membership at

[http://www.caslpa.ca/english/students/benefits\\_studentmembership.asp](http://www.caslpa.ca/english/students/benefits_studentmembership.asp)

### **Membership**

Upon graduation, students may choose to become full members of CASLPA, either certified or non-certified. Students must provide transcripts, clinical hours and proof of graduation, along with the application and membership fee. There are many benefits to full members, which are outlined on the website.

<http://www.caslpa.ca/english/membership/benefits.asp>

### **Certification**

CASLPA's certification status of membership for audiologists and speech-language pathologists is recognized internationally by various professional associations in USA, Ireland, United Kingdom, Australia, New Zealand. In order to become certified members of CASLPA, S-LP(C) or Aud(C), graduates must be members, pass the certification exam held in the spring or fall of each year, and have obtained 350 clock hours of supervised clinical practicum in various diagnostic areas. London is one of the 14 designated sites where the exam is written. The School of CSD makes every effort to ensure that graduates have met the academic and clinical requirements for CASLPA Certification. Graduating students must have completed all of their academic work to be eligible and it is recommended strongly that they also complete their final externship before attempting the examination. See the Clinic Handbook for further breakdown of both academic and clinical hour requirements. There is a CEE (Continuing Education Equivalent) requirement of 45 CEEs every 3 years and active membership to maintain certification.

Application forms for membership and the certification exam are available from the student representative, the CASLPA national office, and the website: [http://www.caslpa.ca/PDF/Certification/Eng\\_Exam\\_App\\_Package.pdf](http://www.caslpa.ca/PDF/Certification/Eng_Exam_App_Package.pdf)

### **Dues**

Student membership dues are \$75.00 to be paid only once during your academic studies. For active CASLPA student members applying to write the certification exam, the cost is \$395. Membership dues are thereafter paid annually in January. There is no additional cost for holding certification status. Special Bonus: Former student members pay half of the full CASLPA membership fee of roughly \$255 in their first year after

graduation. For further information, contact your student representative or the CASLPA office:

Canadian Association of Speech-Language Pathologists and Audiologists

1 Nicholas Street, Suite 1000  
Ottawa, Ontario K1N 7B7  
Phone: (613) 567-9968 / 1-800-259-8519  
Fax: (613) 567-2859  
E-mail: [caslpa@caslpa.ca](mailto:caslpa@caslpa.ca)  
[www.caslpa.ca](http://www.caslpa.ca)

## **OSLA - The Ontario Association of Speech-Language Pathologists and Audiologists**

OSLA, the professional voice for speech-language pathologists and audiologists in Ontario, offers free membership to students enrolled in speech-language pathology or audiology programs.

Student members of OSLA will be exposed to the work done on their behalf by a dedicated professional association, demonstrating understanding of the importance of the provincial professional association. Membership in OSLA is an investment in your profession, and has many benefits, including:

- Full access to the dynamic website - [www.osla.on.ca](http://www.osla.on.ca), where you can find job/volunteer postings, a "blog" section featuring the latest in research and hot topics, news and advocacy efforts, upcoming events, continuing education (such as OSLA's annual conference), member directory, and more
- Discounted rates for educational events and programs such as Chapters and Indigo, Parentbooks, etc.
- Subscription to *OSLA Connection* (6 issues a year) and *OSLA Perspective* (2 issues annually)

### **Membership**

Student membership with OSLA is provided at no charge to the students. Student members are eligible for full membership upon graduation, at which time students receive a 50% discount on full membership fees. This offer is made available only to those new practitioners who were members of OSLA as students. OSLA is tireless in its effort to advance, promote, and support audiologists and speech-language pathologists in Ontario.

For additional information, please contact the OSLA office at:

Ontario Association of Speech-Language Pathologists and Audiologists

410 Jarvis Street  
Toronto, Ontario M4Y 2G6  
Phone: (416) 920-3676  
Fax: (416) 920-6214  
E-mail: [mail@osla.on.ca](mailto:mail@osla.on.ca)  
[www.osla.on.ca](http://www.osla.on.ca)

## **ASHA - The American Speech-Language-Hearing Association**

Students should contact their student representative to become members of NSSLHA, ASHA student group. There is a reciprocal agreement between CASLPA and ASHA streamlining membership and certification application procedures. Information regarding requirements may be obtained from Professor Randi Fisher, NSSLHA advisor. Interested students can also contact ASHA for further information.

ASHA National Office  
10801 Rockville Pike  
Rockville, MD  
U.S.A. 20852  
Tel: 1-800-498-2071  
FAX: 301-571-0457  
[www.asha.org](http://www.asha.org)

## **CAA – The Canadian Academy of Audiology**

The Canadian Academy of Audiology (CAA) is a professional organization dedicated to enhancing the profession of audiology. The Academy further strives to represent the audiological community on relevant national issues in a timely, organized manner. It is an association by audiologists, for audiologists.

The Academy is committed to maintaining and advancing ethical standards of practice. The Academy promotes the continuous improvement in the abilities of its members by facilitating and encouraging conferences and events and research, thereby enhancing the role of audiologists as primary hearing healthcare providers.

CAA welcomes new students in the profession to join the CAA and to see how a national association can assist them in beginning a career. Please see our website: [www.canadianaudiology.ca](http://www.canadianaudiology.ca) for more information and to become a member.

## **The American Academy of Audiology**

The American Academy of Audiology is the largest organization for the profession of audiology internationally. The mission of the Academy is to promote quality hearing and balance care and to advance the profession of audiology through advocacy, education, leadership, public awareness, and the support of research. The Academy produces the Journal of the American Academy of Audiology, the Audiology Today magazine, the AT e-newsletter, and eAudiology, which provides live and on-demand continuing education opportunities.

### **Student Membership**

Students may become members of the American Academy of Audiology (\$55 dues, \$10 Canadian mailing fee – in US dollars). Upon graduation, students may choose to become International Members/Fellows of the Academy (\$165 dues, \$10 Canadian mailing fee – in US dollars).

For further information about the Academy and requirements for membership, please visit their website: <http://www.audiology.org>

### **Professional Association Student Interest Group**

The School of CSD has a Student Interest Group for student members of OSLA, CASLPA and/or ASHA. This group is run by the students and has its own executive. One OSLA, one CASLPA student representative and one ASHA student representative are elected by the students each year. The student representatives serve as a link to the larger professional bodies. The OSLA representative sits on the OSLA executive and attends Executive Council meetings approximately six times per year. CASLPA also has one student representing the 8 university programs in Canada on its Executive.

All Provinces have Provincial Associations (see the program assistant for the listing). Membership and certification in both the National and Provincial Associations is **STRONGLY ENCOURAGED**. Individuals are not required to be members of Provincial Associations, CASLPA or ASHA, or obtain CASLPA or ASHA certification to be eligible to practice, unless specifically stated in conditions of employment.

## **PROFESSIONAL REGULATION/REGISTRATION**

Several provinces in Canada, including the Province of Ontario, have provincial legislation in place which regulates the practice of audiologists and speech-language pathologists. For further information about professional regulation in provinces other than Ontario, contact the provincial association in that province.

### **CASLPO - The College of Audiologists and Speech-Language Pathologists of Ontario**

The College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO) regulates the practice of audiology and speech-language pathology in Ontario. CASLPO governs its members in the public interest and assists them to provide high quality professional services. Any individual intending to practice audiology or speech-language pathology in the province of Ontario must be registered with the College.

No person other than a member of the College may use the titles "audiologist", "speech-language pathologist" or "speech therapist", a variation or abbreviation, or an equivalent in another language. Similarly, no person other than a member of the College may hold herself or himself out as a person who is qualified to practice in Ontario as an audiologist or a speech-language pathologist or in a specialty of audiology or speech-language pathology.

All new graduates of audiology and speech-language pathology university master's programs who intend to work in Ontario must complete and submit an application to the College for an Initial Class certificate of registration. Copies of the *Guide of Initial Registration* and an application package can be downloaded from CASLPO's website at <http://www.caslpo.com/Registration/ForNewApplicants/CanadianorUSGraduate/tabid/127/Default.aspx> or can be obtained from the College at:

CASLPO  
3080 Yonge Street, Suite 5060  
Toronto, Ontario M4N 3N1  
Telephone: (416) 975-5347 ext. 211 or 1-800-993-9459 ext. 211

Fax: (416) 975-8394  
 E-mail: [cmyrie@caslpo.com](mailto:cmyrie@caslpo.com)  
[www.caslpo.com](http://www.caslpo.com)

The following procedure should be followed when applying for an Initial Class certificate of registration:

- 1) Obtain the College's *Guide for Initial Registration* and complete the included application according to the instructions provided. Before sending your completed application to the College, check to see that you have enclosed all required documentation and fees.
- 2) When all of your master's degree program requirements (coursework, research, and clinical practicum) have been completed, the following proof of completion must be sent directly to the College by the University or Universities:
  - 1) official university academic transcript(s) - both graduate and undergraduate transcripts are needed
  - 2) if the official university academic transcript will not show that your master's degree has already been conferred, a letter from the School's Director/Administrative Officer indicating that you have completed all of the master's degree program requirements, and that a master's degree will be conferred at the next convocation, is also required. (See Notes from the School)
  - 3) the School's Director or designate must sign Form B: Supervised Clinical Practicum of Hours, which details the supervised clinical hours you completed. Photocopies are not acceptable. (See Notes from the School)

A College registration number is required before a graduate can begin employment or practice as an audiologist or speech-language pathologist in the province of Ontario. It is the graduate's responsibility to negotiate realistic start dates for employment or practice. Normally graduates should allow at least four weeks after the College receives all of your documentation, for processing your application. The College will not process applications prior to receipt of proof of satisfaction of all registration requirements and fees.

Once the graduate's registration number has been issued, she/he must complete an Initial Practice Period (IPP). As an Initial Practice Registrant (IPR), she/he must be mentored for a minimum period of six months as she/he begin working in Ontario. The graduate and her/his mentor must develop a contract to ensure that she/he has the skills, knowledge, and competencies to comply with the College's practice standards at the end of the initial practice period. Graduates may download the documents necessary to begin your Initial Practice Period at:

- For CASLPO's Initial Practice Period Guidelines:  
<http://www.caslpo.com/MentoringProgram/InitialPracticePeriodGuidelines/tabid/197/Default.aspx>
- For CASLPO's Initial Practice Period Forms:  
<http://www.caslpo.com/MentoringProgram/InitialPracticePeriodForms/tabid/198/Default.aspx>

For a complete statement of the rules and regulations governing the practice of audiology and speech-language pathology, please contact CASLPO or visit [www.caslpo.com](http://www.caslpo.com).

### **CSD Documentation for CASLPO Registration**

The Graduate Program Assistant will send CASLPO a letter stating that all clinical, coursework and research components of the program have been completed and that the degree will be reflected on the transcript following convocation. This will be completed automatically upon receipt of required forms from the student.

### **Supervised Clinical Practicum (Audiology or Speech-Language Pathology)**

It is the student's responsibility to keep copies of all clinical practicum records in order to complete this portion of the application. Copies of all audiology and speech-language pathology practicum records should be given to Professor Susan Schurr. Clinical requirements for registration include a minimum of 300 hours of university accredited clinical practicum which includes at least 225 clock hours of supervised direct client contact in the major area and 20 hours of supervised direct client contact in the minor area. No more than 30 of the 300 required hours may fall into the category of simulated practice and case conferences with clinical supervisors.

Submit the *Supervised Clinical Practicum* (audiology OR speech-language pathology) sheet to Professor Susan Schurr for verification of hours. Signed original forms will be sent directly to the CASLPO office and a copy of the signed form will be sent to the student.

The School of CSD makes every effort to ensure that graduates have met academic and clinical requirements for CASLPO Registration. It is the student's responsibility to obtain, complete and submit an application to the College.

**The School of CSD makes every effort to ensure that graduates have met academic and clinical requirements for CASLPO Registration. It is the student's responsibility to obtain, complete and submit an application to the College.**

## CAMPUS SERVICES

Western offers a wide range of services to support undergraduate and graduate students and their families. CSD students are encouraged to utilize the services offered by these centres and programs, as well as others at Western.

- Effective Writing Program [ewtutor@sdcc.western.ca](mailto:ewtutor@sdcc.western.ca)
- First Nations Services [vrpeters@uwo.ca](mailto:vrpeters@uwo.ca)
- International Student Services [iss@sdcc.western.ca](mailto:iss@sdcc.western.ca)
- Equity and Human Services [equity@uwo.ca](mailto:equity@uwo.ca)
- Ombudsperson's Office [ombuds@uwo.ca](mailto:ombuds@uwo.ca)
- Student Development Centre [www.sdcc.uwo.ca](http://www.sdcc.uwo.ca)
- Student Health Services (519) 661-3030 ext. 83030

**UNIVERSITY OF WESTERN ONTARIO**  
**SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS**

|  |   |
|--|---|
| <b>Advisor/Advisee Meetings</b> STUDENT Information  |   |
| <b>Course Work: Average Ranking</b>  |   |
| *Comments  |   |
| <b>In Clinic Practicum: Average Ranking</b>  |   |
| *Comments  |   |
| <b>Professional Behavior (In Courses): Average Ranking</b>   |   |
| *Comments  |   |
| <b>Professional Behavior (In Clinic): Average Ranking</b>  |   |
| *Comments  |   |
| <b>Professional Behavior (At School): Average Ranking</b>  |   |
| *Comments  |   |
| <b>Leadership in School (TA, Committees, Volunteering): Average Ranking</b>  |   |
| *Comments  |   |
| <b>Leadership in Community: Average Ranking</b>  |   |
| *Comments  |   |
| GOALS:<br>(as agreed upon by student and advisor)  |   |
| OTHER MEETINGS   | Reason for Meeting: Personal _ ____ Academic _ ____ Professional<br>_ ____ Safety ____<br>Comments: |
| ACTION PLAN  | Student:<br>Advisor:  |
| <b>Verification of Review</b>  |   |
| By signing this form, you confirm that you have discussed this review in detail with your advisor/faculty member and are in agreement with the above |   |
| Student Signature  | Date  |
| Advisor Signature  | Date  |
| Name:  | Student ID:   |
| Course:  | Date:   |
| Advisor:   | GPA:  |
| Review Period:   |   |