

HANDBOOK
McGill University
Communication Sciences and Disorders
2019-2020



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HANDBOOK 2019 - 2020

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I. INTRODUCTION

Throughout this Handbook you will be introduced to the School of Communication Sciences and Disorders. First, you will gain a bit of historical knowledge about our programs. The handbook then goes on to outline detailed information such as academic aspects of the program, the School's curriculum, clinical training, and facilities. We also included a number of appendices which list important information such as faculty contacts, academic dates, and professional societies.

1. HISTORICAL NOTES

The School of Communication Sciences and Disorders, which is part of the Faculty of Medicine, began its operation as part of the Division of Audiology and Speech Pathology of the Institute of Otolaryngology at the Royal Victoria Hospital, in September 1963. It was one of the first university departments in Canada to offer graduate training in Speech-Language Pathology and Audiology.

Originally, the School had a two-year professional program which led to the M.Sc. Applied degree. For the first few years, this provided joint qualification in Audiology and Speech Pathology. However, it was soon decided that specialization within one or the other area was necessary. Over the years, the student population has grown from 4 to more than 60 students and the full-time faculty from 2 to 11 and three full time Clinical Education staff.

In keeping with the McGill tradition of excellence in research, the School was the first university in Canada to offer a doctoral degree in Communication Sciences and Disorders. In the past few years increased emphasis has been placed on our research programs. In 1989, the M.Sc. program was modified so students could receive both professional and research training at the Master's level. This modification provides the necessary background for students wishing to continue their studies at the doctoral level.

2. PHILOSOPHY

Professional programs tend to be labelled in absolute terms as theoretically oriented, clinically oriented or research oriented. However, all programs contain each of these components, differing only in relative emphasis. Over the years, the School has adhered to the McGill philosophy of graduate professional education wherein the student is prepared to work in a constantly-changing profession and, at the same time, to meet the immediate needs of professional practice. The McGill philosophy was stated in a document entitled "Réponse de McGill au document de consultation de la commission d'étude sur les universités", parts of which are quoted here:

The University must serve the needs of its individual students and its most important contribution to society is the contribution its graduates make. Because we live in a world which is complex and rapidly changing, the education we provide to our students must prepare them for a life we cannot possibly predict. Our students will be contributing members of society for up to 50 years after graduation. Therefore, universities must take a long-term view of their students' requirements for training. The teaching function of the university goes beyond the mere imparting of knowledge. The essence of the educational process is to be found, not in facts transmitted and received, but in the use of knowledge to deal with complex problems.

While it may be true that professional associations have been making greater demands on the universities for specialized programs, the academic body of the university itself ensures that these programs have a valid academic content. The professional programs in a university should require the same education in critical and creative thinking provided for non-professional degree students. However, the universities must consider student needs and so cannot reject out of hand requirements of professional bodies. In general, we do not believe that the present training is so specialized that the students will not be able to adapt to the changing needs of society. Moreover, in some professions, the frontiers of knowledge are expanding so rapidly that it is impossible to include everything a graduate might need to know in the future. Therefore, it is extremely important that the training program for a professional concentrates on the basic sciences underlying the profession.

Provision of the necessary academic and clinical training within two years necessitates a demanding program, with inevitable pressure on the student. The workload is distributed as evenly as possible over two years, but there is no way of reducing the total requirement. It is a difficult and challenging experience.

II. ACADEMIC ASPECTS OF THE PROGRAM

1. THE FACULTY

The School currently has fourteen full-time faculty positions; this includes eleven tenured/tenure-track faculty members who are involved in independent research programs and three professional faculty members who serve as the Coordinators of Clinical Education. Teaching is carried out by the full-time faculty of the School, faculty members from other departments within McGill, and by a number of part-time lecturers who are practicing clinicians at various settings in Montreal.

A. Full-time Faculty

Listed below are the names of the School's full-time faculty members and their research interests and/or roles within the school. Appendix 1 contains a listing of their room and telephone numbers.

i. Faculty Research Interests:

Noémie Auclair-Ouellet, Ph.D.

Dr. Auclair-Ouellet's research focuses on the interaction between language, other domains of cognition, and the global clinical profile in acquired language disorders of vascular and neurodegenerative origin. The goal of this research is to identify language markers that are reliable, distinctive, and predictive of decline or recovery, depending on the population, and to develop treatments and interventions that are better adapted to communication impairments in different acquired language disorders. Dr. Auclair-Ouellet's current work focuses on semantic cognition, executive functions and on the domains of language that involve structure and relationships between words: morphology, syntax, and connected speech.

Shari Baum, Ph.D.

Dr. Baum's research interests focus on two main areas: language neuroscience and speech science. A primary goal of Dr. Baum's research is to ascertain the neural substrates of various aspects of language processing, including word recognition, speech and prosodic production and perception, and sentence processing. To this end, Dr. Baum is utilizing ERP, TMS and fMRI paradigms. Recently, Dr. Baum's research has focused on bilingualism, with studies of neuroplasticity and speech processing across a range of language learners, including older adults. Research on aspects of normal speech motor control is also underway, including kinematic and acoustic studies of speech adaptation to perturbation.

Meghan Clayards, PhD (Joint appointment with Department of Linguistics) (on sabbatical Jan. 2020)

Dr. Clayards' research interests are in speech perception, online auditory word recognition, acoustic phonetics and learning. She uses acoustic analysis of speech to look at patterns of variability in acoustic-phonetic cues and perception and training studies to see how that variability affects speech processing. Eye-tracking and the visual world paradigm are used to investigate how acoustic phonetic cues are integrated in real time during on-line word recognition. Current projects are also investigating the effects of variability on word learning in toddlers and adult second language learners.

Laura Gonnerman, Ph.D.

Dr. Gonnerman's two main areas of interest are: 1) the structure of the lexical semantic system; and 2) the representation and processing of morphologically complex words in English and other languages. To explore these areas, Dr. Gonnerman uses a combination of research in normal adult processing, language loss in Alzheimer's disease and other disorders, connectionist modeling, and imaging.

Nicole Li Jessen, Ph.D.

Dr. Li's laboratory integrates in vitro, in vivo and in silico (computational) approaches to study vocal fold biology and wound healing. The research goal is to generate a computational platform that can guide surgeons and speech pathologists in the best methods to repair voices that have been lost. Current projects focus on what cells and proteins drive the vocal fold injury and repair after surgical and vocal trauma, along with the roles of biomechanical stress in cellular and tissue adaptation. Dr. Li's lab uses agent-based modeling to simulate patient-specific vocal trauma and repair response in computers. In addition, she works in collaboration with engineers and surgeons to develop non-invasive assessment of vocal fold pathology and create biomaterial for vocal fold reconstruction.

Aparna Nadig, Ph.D.

Dr. Nadig's research focuses on pragmatic development, social communication, and language and communication in individuals with autism spectrum disorders. Dr. Nadig is especially interested in how we use multiple sources of information (visual, prosodic, from previous discourse, about our conversational partner) to arrive at a speaker's intended meaning, and how we do this in real time, and what characteristics underlie this ability.

Marc Pell, Ph.D.

Dr. Pell's research is motivated by the following goals: to understand how adults communicate nonverbal and nonliteral meanings in spoken language, especially those meanings which refer to a speaker's emotions, attitudes, or other social intentions while speaking; to establish how acquired diseases of the brain, such as stroke or Parkinson's disease, affect these communicative functions and related pragmatic skills; and to describe the neuro-cognitive substrates which appear to support these expressive and receptive language abilities.

The Neuropragmatics & Emotion Lab approaches goals through behavioural and acoustic studies of healthy adults and through neuropsychological evaluation of brain-damaged adults with suspected difficulties in emotional communication and pragmatic language processing. Currently, much of the research is focussed on the role of emotional prosody (i.e., voice tone) in speech communication, although related work on how adults process emotional facial expressions and certain nonliteral forms of language (e.g., sarcasm, metaphors) is also underway. More information http://www.mcgill.ca/pell_lab/

Linda Polka, Ph.D.

Dr. Polka's research focuses on the development of speech perception during infancy. The goal of this work is to understand the skills and biases that the infants bring to this task and how their speech processing changes with age and language experience to support language processing. My lab is engaged in two overlapping lines of research; one focuses on the development of vowel perception and production during infancy and the other explores how language experience shapes infant perception of phonetic segments and processing of fluent connected speech in monolingual and bilingual infants. In current work we are also investigating the role of talker variability in adult and infant perception, including studies that explore how infants perceive speech produced by an infant talker.

Susan Rvachew, Ph.D.

Dr. Rvachew's research interests are focused on phonological development and disorders with specific research topics including: the role of speech perception development in sound production learning; speech development in infancy; efficacy of interventions for phonological disorders; and computer applications in the treatment of phonological disorders. Current projects include a longitudinal investigation of deficits in phonological awareness skills in preschoolers with delayed phonological development, relationship between auditory attention and babbling skills in infants with early onset otitis media, and cross-linguistic differences in the acoustic

characteristics of vowels produced by infants.

Karsten Steinhauer, Ph.D.

Dr. Steinhauer's research interests lie primarily in the areas of psycholinguistics and cognitive neuroscience. Current projects focus on the neural organization and temporal online dynamics of processes underlying language perception, particularly using event-related brain potentials (ERPs) and other brain imaging techniques. This includes interactions among syntactic, semantic, morphological and (overt or covert) prosodic information in listeners and readers, as well as links between speech and music processing. In addition, Dr. Steinhauer's work addresses issues of bilingualism and second language acquisition in adults, investigating both natural languages and a highly controlled artificial language. A more recent research program investigates the brain mechanisms underlying formal as compared to conceptual semantics, combining ERP and fMRI techniques.

Elin Thordardottir, Ph.D.

Dr. Thordardottir's research interests are language development and language disorders in children with emphasis on assessment and intervention. In particular: language development and language disorders in children speaking English, French and Icelandic, and bilingual children; development of language assessment tools and methods for children speaking French and Icelandic, and for bilingual children; cross-linguistic comparison of normal and impaired language development; intervention methods for monolingual and bilingual children.

ii. Clinical Education Team

The two Coordinators of Clinical Education and the Clinical Education Associate work together to coordinate the clinical program in the School of Communication Sciences and Disorders. They teach a series of "Practicum & Seminar" courses, labs, and courses in their area of expertise. They focus on the practical side of Speech-Language Pathology and issues related to the profession. Additionally, they are responsible for overseeing or supervising the students in their various practicum settings and monitoring their progress as well as developing partnerships with community affiliates and Clinical Educators.

Sophie Vaillancourt, M.O.A., M.B.A., S-LP
Coordinator of Clinical Education

Sophie Vaillancourt worked in elementary schools in the Quebec province for more than 10 years before joining the SCSD. Her interests include language disorders and reading acquisition in school-aged children, student supervision and clinical training. She is the primary contact for the M.Sc.A. students in the first year of their studies.

Kelly Root, M.Sc., S-LP(C) (on leave Fall 2019)
Coordinator of Clinical Education

Kelly Root practiced clinically at the tertiary neurological rehabilitation center in New Brunswick, the Stan Cassidy Centre. Believing in an interdisciplinary approach, Kelly's work with adults with acquired communication disorders was collaborative and team-based. Seeking new approaches to infuse her practice, she has participated in international development work in Haiti and Ecuador, and has supervised students and paraprofessionals. Kelly is very interested in bilingualism, dysphagia, and cognitive communication disorders.

Lauren Tittley, MHSc, S-LP
Coordinator of Clinical Education

Ms. Tittley plays a leading role in teaching and clinical administration in the School. She teaches courses in her area of expertise and which cover professional practice issues. She is centrally involved in managing

and smoothly administering the clinical placement process, and supervises and mentors students in the MSc (Applied) program. Ms. Tittley runs the School's Outpatient Teaching Clinic where she supervises MSc students working directly with adults with acquired communication disorders. She helps to mobilize external resources and community support to create innovative clinical practice opportunities for SCSD students. As a clinician, Ms. Tittley has worked extensively with adults with acquired communication disorders. She is very interested in how principles of evidence based practice are applied in the clinical world and in the treatment of chronic aphasia. She is currently working with Dr. Noémie Auclair-Ouellet on a project to study the efficacy of language treatments and treatment delivery models in chronic aphasia.

Mariska Burger, SL-P
Clinical Education Associate

Mariska Burger graduated in 1999 in the Netherlands. After having worked for five years in a special needs daycare in Germany, she moved to Québec in 2004. She worked in the private sector for several years before switching to the Sir Wilfrid Laurier School Board, servicing schools in the Laval, Lanaudière and Laurentians region. Throughout her career, Mariska mainly worked with a pediatric population, specifically children with higher needs in the area of communication. She has supervised many McGill students since she started working in Québec and received the Award of Excellence in Clinical Education in 2015. She joined the SCSD in the Fall of 2017.

Her specific interests lie in the areas of Alternative and Augmentative Communication, Autism and Social Communication Disorders.

B. Part-time Lecturers and Faculty Liaisons

As previously noted, a number of courses are taught by part-time lecturers who are members from other departments within McGill, or who are members of the professional community. A list of their names and contacts are listed in Appendix 2.

Each part-time faculty member is assigned to a full-time faculty member who serves as their liaison. If students have difficulty contacting them, or wish to speak to a representative of the School concerning a course taught by a part-time faculty member, they should speak to the appropriate faculty liaison.

C. Faculty Advisors

Following a suggestion made by the Student Association, each student is assigned an academic advisor. The student's faculty advisor serves as a contact person to whom they can refer for general and academic information regarding the School. Advisors will respond to students' queries as best they can, or will refer students to other university agencies.

D. Administrative Staff

Megane Hennequin, Administrative and Student Affairs Coordinator, Main Office
Andreea Mandache, Student Affairs Administrator, Room 814
Antoinette Sommer, Graduate Program Coordinator, Room 873

The administrative staff is available during office hours to help students with inquiries.

Please note it is School policy not to dispense stationery supplies to students.

2. THE CURRICULUM

A. The University Calendar:

The university academic year begins in September and ends in April. The winter vacation begins after 13 weeks of classes. Exact dates are listed in Appendix 3.

In August, students register for both semesters (September to December and January to April).

A Course Timetable is emailed to students prior to Registration Day. The Timetable lists course names, course numbers, times and days offered, room numbers, instructors and liaisons.

Please note that all dates listed on the timetable are firm; however, actual class times/days are subject to change.

B. Keeping a Record of Course Content:

Students **must retain** their course outlines as part of their personal records. When outlines are collected over the two years they form a detailed and complete description of academic work, and can also be useful in preparing applications to professional organizations. **The School will verify and confirm résumés but will not prepare them.** Thus, **it is essential to keep a detailed record of academic work.**

Course outlines include:

- course number;
- name of course and professor;
- description of content;
- number of class hours;
- required texts;
- types of assignments;
- proposed method of evaluation.

C. Guidelines for Workload:

The Academic program is intensive. It is important that students be regular and efficient in completing the week's assignments on time.

In order for students not to have too heavy a workload, course instructors try to adhere to the following guidelines:

- assignments are of such length that students can complete them in a reasonable time. Reading material is generally available in libraries.
- if a take-home exam is given, it should contain questions for which satisfactory answers may be written within the time usually allotted for assignments.

D. Format for Formal Written Assignments:

Formal written assignments (term papers, etc.) should be typewritten and double-spaced with adequate margins. References should follow APA format. Students must be careful to reference and/or place in quotation marks any material taken directly from another person's work. **Plagiarism is a university and criminal offence.** McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Students Conduct and Disciplinary procedures (see www.mcgill.ca/students/srr/honest for more information).

E. Policy on Incomplete Work:

Students are expected to complete assignments, exams, and practica at times assigned by the instructor. In the event that a student is unable to complete work on time, s/he should contact the instructor and provide a reason for requesting an extension prior to the deadline.

Instructors will indicate to the student whether their reason is sufficient to warrant an extension. All medical reasons must be accompanied by a letter from a doctor specific to that particular absence.

Unexcused incomplete or late work (assignments, exams, and practica) will result in failure or reduction in grade points given.

3. ACADEMIC REQUIREMENTS AND EVALUATION

A. Course Work:

"The candidate is required to pass, with a mark of B- or better, all those courses which have been designated by the department as forming a part of the program, including additional requirements."

B. Course Exemption Policy

Satisfactory completion of all academic and clinical work is required in order to continue in the program and meet degree requirements.

Students registered in the **M.Sc. Applied degree** follow a set curriculum that is necessary for their professional training and are expected to maintain the same course load as all other students in this program. In exceptional cases, students who believe that they have already completed a course requirement prior to their admission at the SCSD may request to be excused from the equivalent course in our curriculum. These requests, with supporting rationale, must be made in writing to the Director of the School and will be considered by the faculty as a whole according to the following conditions:

- i) any request for exemption must be received prior to the onset of the semester in which the course in question is offered by SCSD;
- ii) courses provided by SCSD which involve clinical practica or with an important clinical lab component will not normally be considered for an exemption;
- iii) in all other cases, the student must provide sufficient, written evidence that they completed an overlapping course at the graduate level with a minimum passing grade equivalent to 80% for faculty to consider any request for exemption. It is the responsibility of the student to provide a detailed course description and/or syllabus of the course in question with their request to allow faculty to assess the extent of overlap of the completed course with the course provided by SCSD;
- iv) when a request for exemption is granted by faculty, the student must select a new graduate-level course of equal credit weighting and successfully complete this course during the semester affected by the course exemption. The student will choose the new course in the normal manner (i.e., with appropriate approval from the faculty advisor).
- v) only one course exemption per M.Sc. A. student for the duration of the program will be permitted and will require approval by a majority of full-time faculty who are not on sabbatical or leave of absence.

No exemptions will normally be considered for **M.Sc. (Research) or Ph.D.** degree requirements except for the statistics requirement. In this instance, students who wish to request an exemption must follow the guidelines as stipulated in (i/iii) above.

C. Attendance and Leaves of Absence:

1) Students are expected to attend all classes in this program. This expectation relates not only to the requirement to achieve a passing grade in each course; class attendance also reflects a professional attitude and respect for the instructor and fellow classmates. Missing classes to extend breaks, weekends and lunch hours is inappropriate. Missing classes to study for exams, complete assignments or prepare for stages is also not acceptable. If you must miss a class for a legitimate reason please inform the instructor, in advance whenever possible. Please be aware that the instructor is under no obligation to help you recover missed material regardless of the reason for your missing the class, and that for Pass/Fail courses students may be required to complete a special assignment related to the missed class.

2) If absences from classes requires a change in course requirements (e.g. an extension in a deadline for an assignment or rescheduling of an exam), you must inform the department director of all such changes negotiated with instructors as a result of your absence in writing. The written record of these changes will be placed in your departmental file.

3) In the case of an extended absence from class, a leave of absence may be requested for health, parental or family reasons in accordance with the regulations, for more information see: www.mcgill.ca/study/2016-2017/university_regulations_and_resources/graduate/gps_qi_categories_students#booknode-127842

D. Methods of Academic Evaluation:

Instructors are required to outline all course requirements and bases for course evaluation in writing in the course syllabus. Common methods of evaluation include term papers and/or examinations. In some courses a proportion of the marks may be assigned on the basis of class participation or reports. In courses where class participation is required, regular attendance is considered in evaluating student performance. Students should ensure that they understand the grading system.

Instructors are responsible for communicating their evaluation process to students. If attendance is mandatory, the consequences of unexcused absences must be specified. Any changes in the evaluation process during the course of the semester must be provided in writing to the students. When possible, student evaluations should be structured so that students are provided feedback on their performance at one or more points during the course, not just at the completion of the term. For individual assignments or examinations, instructors should make clear and specific statements regarding what skills, knowledge, or other factors will form the basis of their evaluations. In grading essay-type assignments, instructors are expected to provide written comments that help the student understand the mark. Students must be provided the opportunity to review the comments and corrections on all assignments for which they are assigned a grade.

E. Reread Policy as stated in the eCalendar Programs, Courses and University Regulations:

In accordance with [Charter of Students' Rights](http://www.mcgill.ca/secretariat/policies-and-regulations) (available at: www.mcgill.ca/secretariat/policies-and-regulations), and subject to the conditions stated therein, graduate students have the right, subject to reasonable administrative arrangements, "to consult any written submission for which they have received a mark and to discuss this submission with the examiner." Upon request by the student, the instructor of the course is obliged to conduct this consultation with the student.

F. Failures as stated in the eCalendar Programs, Courses and University Regulations:

This policy specifies conditions under which graduate students will be withdrawn from the University due to unsatisfactory standing resulting from failed courses and/or unsatisfactory Graduate Student Research Progress Tracking Reports. This policy pertains to Courses and Graduate Student Research Progress Tracking Reports. It does not apply to comprehensive examinations, thesis examinations or doctoral oral defences. For a failed thesis examination or doctoral oral defence, the policy on [Thesis examination failures](#) applies; for a failed comprehensive examination, the [Ph.D. Comprehensives Policy](#) applies.

"Course": a course that counts for credit toward the student's degree program (whether required, complementary, or elective), excluding comprehensive examinations. This includes courses approved to be taken at other institutions that count for credit toward the student's degree program. **"Graduate Student Research Progress Tracking Report"**: a written record of a meeting attended by the graduate student, his or her supervisor(s) and a member of the supervisory committee or a representative from the academic unit at which objectives for the upcoming year are established and prior progress recorded and evaluated.

"Failure": withdrawal from the University due to unsatisfactory standing. **"Student"**: a student registered in a graduate degree program (including those registered in a Qualifying Year).

Failure Policy

A Student will be withdrawn from the University, if he or she:

1. fails two Courses (i.e. two different Courses, one failed Course plus a failed repeat of the same Course or one failed Course and a failed supplemental exam for that Course); **or**
2. obtains two unsatisfactory Graduate Student Research Progress Tracking Reports and the academic unit in which the student is registered recommends that he or she be withdrawn; **or**
3. fails one course, obtains one unsatisfactory Graduate Student Research Progress Tracking Report and the academic unit in which the student is registered recommends that he or she be withdrawn.

The Student's transcript will thereafter indicate that the student was withdrawn from the University.

Students in a Qualifying Year: Failing a course in a Qualifying Year is equivalent to failing a Course in a graduate program, and counts as a first failed Course if a Student is subsequently admitted to a graduate program in a related field. **Readmission:** A Student withdrawn according to this Policy cannot apply for readmission to the program from which he or she was withdrawn.

- *Senate, October 11, 2000.*

Revised by GPS Council, February 10, 2003; February 9, 2015.

4. STUDENT EVALUATION OF THE PROGRAM

A. During Individual Courses:

Guidelines concerning course descriptions, workload, and examination procedures were drawn up with the aim of averting possible grievances. In cases where problems arise, either because these guidelines are not followed or for other reasons, students should not hesitate to seek a solution. A suggested course of action is as follows:

- a. the problem should be discussed amongst students to determine the amount of agreement concerning its nature and severity;
- b. students should present this information to the **professor of the course concerned**. A discussion will generally lead to a solution;
- c. if the course is taught by a part-time faculty member, and students feel the situation has not been resolved adequately, they should then approach the full-time professor (liaison);
- d. if the issue remains unsettled and the students still feel strongly that they have a legitimate complaint, they may arrange to discuss the issue with the Director, who may ask for a written statement of the problem.

B. McGill on Line Evaluations (Mercury)

Course evaluations are available for completion by all students at the end of each semester on the Mercury online platform. Information and deadlines concerning Mercury will be distributed prior to the end of each semester. **It is important that all students complete the course evaluations for each course.**

5. STUDENT ASSOCIATION

Students of the School have formed an association called, School of Communication Sciences & Disorders Graduate Students Society (SCSDGSS). The Association's purpose is to represent the School in the larger McGill Community, to serve as a liaison between students and faculty, and to organize memberships for students in professional associations such as SAC and ASHA (see Appendix 4). All students are encouraged to become members. The officers of the association consist of a President, Vice President, Secretary and Treasurer. In addition, there is one representative per specialization from each of the first and second year classes, one

research student representative, as well as one representative from the faculty. Meetings are held monthly or as needed.

6. FELLOWSHIPS, SCHOLARSHIPS AND PRIZES

Students are eligible to apply for certain fellowships, scholarships and prizes which are awarded competitively on the basis of academic merit. In order to receive the maximum funding, fellowships must be applied for in the year **prior** to a student's enrolment in the graduate program. Students must begin the application process early in the fall prior to their planned enrolment in graduate school.

Residents of other provinces may obtain information on bursary programs from the Department of Education in their provincial capital.

Internal awards are adjudicated by individual faculties and departments. Some of these scholarships are reserved for non-Canadian applicants. Details of these fellowships and other awards available to postgraduate students can be found online at: www.mcgill.ca/gps/students/fellowships/

Provincial and Federal Fellowships

Provincial and Federal funding agencies provide fellowships for graduate students in research-based programs. In some cases, particular agency rules prevent students in the combined professional and thesis stream of the Master's from being funded from their Master's fellowships programs. In other cases, students may be funded while registered in the M.Sc.A. It is important to read eligibility rules very attentively.

Fonds de recherche Santé Québec (FRSQ) <http://www.frqs.gouv.qc.ca/en/>
[may be different for different programs; check specific program rules]

Fonds de recherche société et culture (FRQSC) <http://www.frqsc.gouv.qc.ca>

Fonds de recherche nature et technologies (FQRNT) <http://www.frqnt.gouv.qc.ca>

Natural Sciences and Engineering Research Council of Canada (NSERC) <http://www.nserc-crsng.gc.ca/>

Social Sciences and Humanities Research Council of Canada (SSHRC) www.sshrc-crsh.gc.ca/

Canadian Institutes of Health Research (CIHR) <http://www.cihr-irsc.gc.ca/e/193.html>

SCSD Travel Awards

All M.Sc. Research (M.Sc. 1 or 2) and Ph.D. students (Ph.D. 1 - 5) registered in the SCSD can apply for financial assistance from the SCSD Travel Fund for the purpose of research-related travel. Details are outlined at: https://www.mcgill.ca/scsd/files/scsd/scsd_travel_awards_2017-18.pdf

III. GENERAL CONSIDERATIONS CONCERNING CLINICAL TRAINING

See the Clinical Training Manual for complete details.

1. SCHOOL POLICIES REGARDING INTERNSHIP AND PRACTICA

A. Practica/Internships

The School assumes responsibility for providing students with clinical experience within the constraints imposed by the number of students and the availability of clinical settings and voluntary supervisors; we may be unable to accommodate student's preferences for a practicum in a particular geographic location or with a particular clinical population. This may entail additional travel and living expenses; all such costs are borne by the students concerned. Placements in Montreal are often bilingual.

All placements are organized by the Clinical Education Team. Students should never directly contact sites or clinicians under any circumstances to organize placements.

Fall and Winter Practica

At McGill, clinical training experiences during the fall and winter semesters of each of the two years of the training program include:

1st Year Fall

- Child Screening
- Adult assessment

1st Year Winter

- Winter practicum: 12 days (typically one day a week for twelve weeks) with paediatric or adult populations

2nd Year Practica

- Fall practicum: 12 days (typically one day a week for twelve weeks) with paediatric or adult populations
- Winter practicum: 12 days (typically one day a week for twelve weeks) with paediatric or adult populations
- Audiology observations
- Hearing screenings

These practica are usually conducted at sites in the metropolitan Montreal area while students continue to attend class.

Spring/Summer Practica

Two intense clinical practica are scheduled in the Summer Semesters of Year I and II (SCSD 646 & 679). These practica provide students with intensive clinical experiences. They allow students to consolidate their academic knowledge and develop skills in assessment and/or intervention with various clinical populations.

1st Year Spring Practicum

- 20-day placement with paediatric and/or adult population
- Typically full time
- Generally starts in late April or May following the completion of the first year

2nd Year Final Internship

- 60-day placement with paediatric and/or adult population
- Typically full time
- Generally starts in late April following the completion of the second year

These practica are conducted at sites across Canada. Some students may choose to do an international placement if approved by the Coordinators of Clinical Education.

International Placements

Students interested in undertaking a placement overseas may do so in countries with which Canada has reciprocal agreements to recognize clinical training for certification (currently: UK, USA, Australia, South Africa and Belgium). In contrast to placements within Canada, overseas placements must be secured by students themselves, in consultation with the Coordinators of Clinical Education. Before contacting potential international sites, the student must meet with the Coordinators of Clinical Education, get approval, and obtain a letter indicating they are enrolled in the program. Students interested in such opportunities are advised to start the process early, as the logistics surrounding overseas placements is time-consuming. As with any other placement, students are responsible for the full cost of travel and subsistence.

B. Identification Badges:

At the beginning of the first year, students are issued an identification badge to be worn at all times at clinical sites. This ID is to be used throughout the program.

C. Clinical Training and Professional Associations:

Practicum and internship experiences provided by the SCSD allow students to meet the Speech-Language and Audiology Canada (SAC) and Canadian Alliance of Audiology and Speech-Language Pathology Regulators (CAASPR) criteria upon graduation (sufficient duration and variety). During their studies, students must be members of the *Ordre des Orthophonistes et Audiologistes du Québec* (OOAQ), Quebec's S-LP licensing body, to be allowed to go on practicum. Students are required to register through the OOAQ (<http://www.ooaq.qc.ca>) prior to the beginning of each Fall Semester. Other provinces might also require student membership in their licensing bodies for practica experiences in those provinces. It is the responsibility of students completing placements in other provinces to verify their membership requirements. Students are also encouraged to become SAC members. A list of regulatory bodies and professional associations can be found in Appendix 4.

D. General Comments on Clinical Requirements and Evaluation Procedures:

Students registered in the M.Sc. Applied program must satisfactorily complete their clinical work to continue with their program and be recommended for their degree. In the fall of first year, student practica will be evaluated by the Coordinator of Clinical Education. For other practica, an evaluation will be sent to the School by the student's supervisor at the end of each practicum period. These reports will be reviewed by the Coordinator of Clinical Education or the Clinical Education Associate who will judge whether or not a student has met the clinical requirements.

It should be recognized that academic knowledge alone is insufficient to ensure clinical competence and that adequate interpersonal and professional skills are essential for professional practice. Because these skills are difficult to define and to rate in an objective fashion, their evaluation will be based on the judgements of several professionals.

E. Volunteer or Paid Work Outside of Clinical Practicum with Clientele within the S-LP Scope of Practice:

According to Quebec law, only registered 'regular' members of the OOAQ can use the title Speech-Language Pathologist (S-LP)/Orthophoniste and perform the reserved activities* associated with this title. Student members can only perform the reserved activities while on practicum and under the supervision of an accredited S-LP, regular member of the OOAQ. Outside of mandatory practicum associated to a specific course within the MScA program, reserved activities cannot be performed at all even if an accredited S-LP, member of the OOAQ, offers to 'supervise' the volunteer or paid employee.

The School of Communication Sciences and Disorders has no objection to students engaging in volunteer or paid work with clients potentially presenting with communication, learning, or swallowing disorders while they are registered as trainees in degree programs in the School of Communication Sciences and Disorders. However, students are legally prohibited from performing reserved activities associated with the title Speech-Language Pathologist when they are not on practicum. Students must also be cognizant of the fact that, while

engaging in volunteer or paid work, their title is not 'S-LP student', but may be 'volunteer' or 'employee'. Students cannot promise better results than another person from the general population would get. Students who would engage in reserved activities outside of practicum may forfeit their ability to obtain a license to work as a Speech-Language Pathologist later on, should any complaints be filed against them.

For further information, please refer to the OOAQ and SAC's Code of Ethics:

- OOAQ: <http://legisquebec.gouv.qc.ca/en/ShowDoc/cr/C-26,%20r.%20184>;
- SAC: https://www.sac-oac.ca/sites/default/files/resources/2016_sac_Code_of_Ethics_en.pdf.

***RESERVED ACTIVITIES UNDER THE QUEBEC LEGISLATION:**

C-26 PROFESSIONAL CODE (<http://legisquebec.gouv.qc.ca/en/ShowDoc/cs/C-26>)

37.1. Every member of one of the following professional orders may engage in the following professional activities, which are reserved to such members within the scope of the activities they may engage in under section 37:

- (2) the Ordre professionnel des orthophonistes et audiologistes du Québec:
- (c) make a functional assessment of a person where required under an Act;
 - (d) assess language, speech and voice disorders in order to determine an orthophonic treatment and intervention plan;
 - (e) assess a handicapped student or a student with a social maladjustment with a view to formulating an individualized education plan in accordance with the Education Act; and
 - (f) assess a child not yet admissible to preschool education who shows signs of developmental delay, in order to determine the adjustment and rehabilitation services required;

In summary, only regular members of the OOAQ are considered Speech-Language Pathologists in Quebec and can assess language, speech and voice disorders with the intent of coming up with goals for the client. While, legally, anybody can apply a treatment plan and perform intervention activities, only an S-LP can decide on the goals following an assessment and readjust the plan as the client evolves.

2. ORGANIZATION OF CLINICAL TRAINING

A. Speech Language Pathology:

i. Facilities:

Students in Speech-Language Pathology perform their practica and internships in a variety of speech and language facilities across Canada. These facilities include: school boards, rehabilitation centres, hospitals, specialized schools, satellite clinics, private clinics, community clinics and other sites.

ii. Practica Description:

Students in the Speech-Language Pathology program acquire experience in a variety of settings. Students will be expected to develop skills in evaluating and treating clients. As well as mastering clinical techniques, students will be expected to display interpersonal skills essential to the profession. This integral part of training will enable students to learn practical applications and interpretations of classroom theory.

B. The Coordinators of Clinical Education and Clinical Education Associate:

The Coordinators of Clinical Education (CCEs), Kelly Root (on leave), Lauren Tittley and Sophie Vaillancourt, in collaboration with the Clinical Education Associate (CEA), Mariska Burger, are responsible for arranging all

practica. They arrange practica to include a variety of populations and settings. In addition, they are responsible for assigning each student a grade (Pass or Fail) for their practical work, and for dealing with situations where practicum performance is marginal.

C. The Students' Responsibilities in Practica:

i. To the School:

Students must keep weekly records/notes summarizing the type of patient seen, the type of activities performed and the time spent. These activities need to be included in the Student's Weekly Summary Form. Students must also keep a cumulative record of their clinical hours. These records of clinical hours along with other required paperwork must be submitted on time to the Clinical Education team. This is one of the requirements for obtaining a passing grade in practicum and internship courses. Students may fail on chronically late paperwork.

What and how to submit:

- The student submits weekly mandatory practicum paperwork according to the guidelines outlined in the Clinical Training Manual;
- All documents must be submitted to practicum.scsd@mcgill.ca before 11:59 on the Sunday following the completion of the activity (same week), from the student's name@mail.mcgill.ca account;
- Please note that documents not submitted from a name@mail.mcgill.ca will go to "spam" and will not be retrieved from that box;
- Documents may only be submitted in .pdf format unless otherwise specified;
- Documents may not be upside down and backwards and must be legible.
- Documents must be signed, dated, and complete;
- Documents that the CE has signed must be CCed to the CE with a visible CC at the same time that they are submitted to practicum.scsd@mcgill.ca.

The coordinator of clinical education responsible for teaching the Practicum and Seminar course will provide students with guidelines explaining how paperwork will be graded.

It is the students' responsibility to check that the documents they are submitting are complete and in the correct format.

The Clinical Education team may, at times, alert a student as a courtesy that a document has been submitted incorrectly or not been received; however, it is not their mandate to do so and points will still be removed.

ii. To the Practicum Site:

Students are expected to behave professionally when doing their practica. The following are required:

- Appropriate dress;
- Wear I.D. badge to all clinical experiences;
- Punctuality; i.e. students arrive at the site well in advance of the start time so that they are prepared to begin their day before clients arrive. They should also be punctual for all subsequent client appointments and meetings;
- Preparedness: students must be fully prepared to conduct all assessment and treatment sessions even if this requires preparatory work during the evening, on weekend or non-clinic days;
- Contacting the supervisor prior to the first visit to:
 - introduce themselves and outline experience;
 - ask about logistics (e.g. start time, ~~dress code~~, access to cafeteria, etc.);
 - inquire about preparation for the practicum (e.g. readings, tests to review, etc.);
- Respecting the confidentiality of the site's and patient's records;
- Maintaining a professional demeanour while at the site;
- Turn off cell phone and wear a watch;
- Respecting the privacy of the supervisor's desk;
- Not contradicting a supervisor in front of a patient or other team members;

- Following rules and ethics of the OOAQ and SAC.

Students are expected to share their Placement History Forms which describe previous practica with the supervisor. In addition, the supervisor may request outlines for courses students are presently taking or have taken. This enables the supervisor to accurately determine expectations of what the student should be able to do in practicum. Students should remember that supervisors offer their services on a voluntary basis and are legally responsible for the actions of the students.

iii. To their Practicum Team:

Students are expected to:

- Participate equally in practica experiences;
- Communicate respectfully (both verbally and in writing);
- Respect personal and professional differences among team members;
- Support positive team dynamics;
- Collaborate effectively with other team members;
- Build consensus with their team;
- Respect deadlines and schedule;
- Be available for group work and planning;
- Consider working style and other obligations of team members;
- Communicate with the Coordinators of Clinical Education or the Clinical Education Associate immediately when issues arise (well before due dates of assignments or evaluations).
- Be open to both positive and constructive feedback from your teammates. Feedback is essential to growth and professional development.

Significant difficulty working in a team will result in a FAIL of the practicum.

D. Policy on Incomplete Practica:

Students are expected to complete practica at the assigned times. In the event of a medical, family, or personal emergency where they are unable to complete practicum, students should contact their Coordinator of Clinical Education or Clinical Education Associate immediately. An extension may be granted at the discretion of the Coordinators of Clinical Education and the Program Director. The reason for the extension request, availability of supervision, skills acquired by the student, and amount of practicum completed will be taken into account when considering granting an extension.

Unexcused incomplete practicum will result in failure.

In the event Clinical Educators have a medical, family, or personal emergency where they are unable to continue supervising a practicum, supervisors or their site representatives should contact the Coordinator of Clinical Education or the Associate immediately. Where possible, an attempt should be made by the Clinical Educator or representative to assist in finding an alternate supervisor.

E. Evaluation Procedures for Practica and Internship:

At the beginning of each practicum period, the Clinical Educator (CE) and the student must outline the nature, extent, and goals of the practicum on the Practicum Contract. There are also weekly feedback forms to be completed by the CE.

During the practicum, informal and formal verbal discussions will take place regularly between the supervisor and the student. This offers both parties the chance to evaluate the progress of the student and to adjust the contract if necessary. At the midterm and at the end of each placement, the CE completes a Student Evaluation Form which is signed by both parties and is kept in the student's file. The Coordinator of Clinical Education will intervene if difficulties arise.

F. Protocol for Marginal Performance in Clinical Practicum

In the event that student clinical performance is unsatisfactory, the following protocol outlines the process to be followed. It is designed to support students and their learning needs, to support Clinical Educators in their role

as supervisors, to document difficulties, to facilitate communication, and to ensure fairness to both the student and the Clinical Educator. General guidelines are as follows:

If, at any time, a Clinical Educator has a concern regarding a student's clinical performance, the Clinical Educator must contact the Coordinator of Clinical Education or the Clinical Education Associate immediately. The Coordinator of Clinical Education or the Associate will discuss student performance with the Clinical Educator to help identify the root of the difficulty and to develop specific learning objectives and create a plan. In all cases in which the Clinical Educator indicates that a student's performance is of serious concern, the Coordinator of Clinical Education or the Associate will contact the student regarding the concern, and will collaborate with the student to create a Supportive Learning Plan. This plan will outline the specific objectives and will include a plan for follow up as well as guidelines on the information that needs to be shared with current or future CEs. If necessary, and where possible, the Coordinator of Clinical Education or another designated member of the McGill Faculty will observe student performance at least once during the practicum. Observations will be documented. The Coordinator of Clinical Education or the Associate may decide to hold a joint meeting between the Clinical Educator and the student to discuss the problem and attempt to find a solution.

After consulting with the Clinical Educator and the student, if the Coordinator of Clinical Education or the Associate determine that the student does not meet the expectations of the Supportive Learning Plan, and there is a risk of failure, the student will be placed on probation. Students may also be placed on probation for a variety of reasons including but not limited to:

- Areas of performance included in the Supportive Learning Plan are progressing, but not within the specified timeline;
- Other areas of performance not included in the Supportive Learning Plan become problematic.

In these cases, a probationary letter will be given to the student to sign. This letter will contain a clear statement of the problem, timeline for resolution, as well as a statement informing them that they are on probation and at risk of failure.

Students may immediately be placed on probation (skipping the Supportive Learning Plan step) for a variety of reasons including but not limited to:

- Unsafe clinical practice;
- Unsatisfactory professional conduct;
- Clinical/professional skills that are well below the expected level of competency for the level of training;
- Breach in patient/client confidentiality;
- Disregard of any item, rule or requirement outlined in the Faculty of Medicine's Code of Conduct.

At the end of the practicum, after having received the final Student Evaluation from the Clinical Educator, the Coordinator of Clinical Education will assign a grade of PASS or FAIL. Students will receive a FAIL if they do not meet clinical or professional standards or if they do not meet the conditions outlined in the probation letter.

In the circumstance where a student withdraws from a placement, without legitimate cause, after being placed on probation or being informed they are at risk of failure, the student would normally receive a failing grade.

In the case where the Clinical Educator/site withdraws from the placement for reasons of unsatisfactory clinical or professional conduct, the Coordinator of Clinical Education or the Associate will investigate the issue. In the case where it was established that the clinical or professional misconduct was severe, the student would normally receive a failing grade whether or not they were on probation.

i. Receiving a "PASS with Reservations" on Practicum

A student who receives a "PASS with reservations" for a Practicum and Seminar Course or a Fall, Winter or Spring Practicum, will be placed on a formal Supportive Learning Plan. If a student does not meet the expectations as described in the Supportive Learning Plan, or receives an additional "PASS with reservations" at a later time, the student will receive a fail for that course or practicum and will be placed on probation. In this situation, the student would be given the opportunity to redo or undertake a supplemental exam, assignment, or practicum. If the student was not to meet the expectations outlined in the probation letter, or was to fail the make-up practicum, another practicum, or course, the student would be asked to withdraw from the M.Sc. Applied program.

ii. Receiving a “FAIL”

A student who receives a direct “FAIL” on a Fall, Winter or Spring practicum will be placed on probation (if not already on probation) and will be asked to redo the placement. If the student fails this new placement, the student will be asked to withdraw from the M.Sc. Applied program.

As the Final Internship bears a weighting of significantly more credit hours, in the case of failure, a student will be asked to withdraw from the program after only one failure.

In keeping with GPSO regulations, if a student is asked to withdraw, the student may appeal the decision to the Associate Dean (Graduate Studies).

iii. Difficulties on Practicum or with Supervision

In the event that difficulties arise with a supervisor, students must notify the Coordinators of Clinical Education or the Clinical Education Associate. They will provide students with suggestions to address these difficulties. When appropriate, the Coordinators of Clinical Education or the Associate may discuss these difficulties with the Clinical Educator and/or perform a site visit when possible, to assess the situation and provide potential solutions. Students may be withdrawn from a supervisory situation by the Coordinator of Clinical Education or the Associate if there is sufficient reason to do so.

G. Private Medical Insurance

Students who will be doing a practicum outside of Canada should protect themselves by taking private medical insurance because the fees charged for health care services in other countries (especially U.S.A.) may greatly exceed the amounts reimbursed by the Provincial Health Plan.

IV. SCSD FACILITIES

The School of Communication Sciences and Disorders is situated in an office tower at 2001 McGill College, on the 8th floor. Classes are held on these premises and in other Faculty of Medicine teaching facilities. Please see this https://www.mcgill.ca/scsd/files/scsd/2001_mcgill_-_8th_updated.pdf SCSD site map for information.

1. GUIDELINES CONCERNING THE USE OF THE BUILDING

A. Access keys (FOBs)

The School policy is that students will have ready access to the building during out-of-class hours. The four entry points on the 8th floor are kept locked at all times. Individual access fobs will be issued for each student at Orientation. These access fobs are jointly programmed by the SCSD for the 8th floor 4 points of entry, and by Cominar Building Management for afterhours building access and 8th floor elevator access. For security reasons, lost or stolen access fobs must be reported as soon as possible to both SCSD and Cominar Building Management by phone, 514-337-8151, or email to sac@cominar.com.

The department is accessible 24/7 to authorized individuals for academic purposes only. Such privileged access will only continue if the facilities are maintained in proper order.

To limit unnecessary interruptions of administrative staff, SCSD members, including students, research personnel, and research participants, should enter or circulate through the Student Entry Glass doors (South side of the facilities towards President Kennedy street), or side entrance doors leading to the teaching and research wings, washroom access, and not through the Main Reception area.

There is an intercom security entry system located at the Main Reception entrance of the SCSD for visitors to the School.

The office of the Quebec Premier is located in the building and therefore from time to time public demonstrations occur outside the building. For this reason, all faculty, staff, students, and administration personnel names are

on file with the building security office to permit building access during any such demonstration, when entry is limited to those on the list.

B. Security

Students and Faculty should ensure that rooms and labs containing valuable equipment are locked when not in use.

It is important to keep personal belongings in a secure place. The University cannot accept responsibility for such loss. If such loss is discovered, it should be reported immediately to the School's administration.

No bikes are permitted on the floor and smoking is prohibited in the building.

C. Fire Regulations

Students are requested to locate fire exits and fire alarms on the floor. One is located to the left of the Main Reception entrance, and another is located to the left of the Student Entry glass doors. Emergency stair exits are only to be used in the case of emergencies as opening the doors sounds the alarm at the central security service. Please ensure that access to these exits is never blocked.

Should the fire alarm sound, listen attentively to instructions provided by the office fire leaders (wearing orange vests) gather at the closest fire exit and await approval from the office fire leaders to proceed downstairs, ensuring you are hands free (no drinks, food, brief case, mobile phone, etc.) Once outside meet at 1981 McGill College. Should smoke or fire be detected, the fire alarm should be sounded immediately.

2. DEPARTMENTAL FACILITIES

A. Lockers, telephone, and computer kiosks

Student lockers are located in the student cloakroom to the left of the Student Entry glass doors. All outdoor footwear should be removed before entry and placed on the boot racks in the student cloakroom.

Two student computer kiosks are available to the left of the glass Student Entry doors. Both terminals are on the campus domain and can be used to access email and Minerva.

B. Student lounge

A student lounge (Rm. 840) equipped with kitchen facilities as well as tables for group work/study is provided for the use of students and research personnel. Users must be diligent about removal of garbage and food waste, and must ensure that dishes are washed and put away regularly. It is also the responsibility of users to ensure that items are not left in the refrigerator longer than is reasonable.

The student lounge is also equipped with an uPrint colour photocopier for student use. Student mailboxes are also found in the lounge.

A separate small kitchen (Rm. 872) is for the use of SCSD faculty, staff members, part-time instructors, and postdoctoral fellows.

C. Teaching and meeting rooms

The lecture room (Rm. 869), teaching lab (Rm. 862), and two meeting rooms (Rms. 831 and 842) may be reserved by faculty members or registered students (in that order of priority), via scsd.cal@gmail.com for relevant research and academic purposes.

Students are asked to use the student lounge or teaching lab for meetings and group work.

D. Resource and test rooms

The clinical resource room (Rm. 857), and test storage room (Rm. 856) are maintained by the Clinical Education Team. . Access to the materials is limited to M.Sc.(A) students. For teaching purposes Faculty members and lecturers may borrow materials by contacting one of them.

3. LABORATORIES

A. Research Laboratories

Every faculty member has a laboratory associated with his/her research (see list below). These facilities for funded research are equipped with state of the art equipment. Researchers have access to a wide variety of specialized subject populations necessary for the study of normal and atypical development, and of impaired adult performance in these settings.

The following laboratories are housed on site:

Child Language Development Lab (ET)	Neurolinguistics Lab (SB)
Child Phonology Lab (SR)	Speech & Hearing Lab (LP)
Developmental Speech Perception Lab (LP)	Language and Cognitive Neuroscience (LG)
The PoP Lab (AN)	Acquired Language Disorders Lab (NA-O)
Neurocognition of Language (KS)	
Neuropragmatics & Emotion Lab (MP)	

B. Procedures for use of shared labs

There are two shared lab spaces available for research purposes. One (Rm. 838) houses a sound-proof booth and the second (Rm. 802) contains workstations. Procedures and priorities for use of these rooms are described below.

Each shared lab will have an on-line sign-up calendar, scsd.cal@gmail.com
Faculty members and research students/lab managers/research assistants will have access to the calendars. Priorities for use are in the following order:

- (a) funded faculty research
- (b) funded (PhD or MSc) student research
- (c) unfunded research
- (d) other academic use

C. Audiology labs

Two audiometric booths are dedicated to teaching purposes (Rm. 870).

D. Clinical Treatment rooms

The clinical treatment rooms (Rms. 858, 859, 860, and 861) are primarily used by the Outpatient Clinic team.

E. Utility and Laundry rooms

A utility room (Rm. 811) with hair washing facilities and a laundry room (Rm. 810) with washer and dryer are to be used for research purposes only.

V. UNIVERSITY FACILITIES

1. THE LIBRARY

McGill University has a system of 14 libraries with over 6 million volumes. Much of the material relevant to the field of Communication Disorders is housed in the Schulich Library of Science & Engineering which is located in the Macdonald-Stewart Library Building, 809 Sherbrooke Street West.

Online search services are offered at the Schulich Library of Science & Engineering. There will be an "Introduction to McGill's Library" workshop offered by Ms Jill Boruff, Library Liaison for incoming students, in early September. An online search provides computer-generated information on topics of your choice, usually in the form of a bibliography. Most databases contain citations for journal articles, although some also include citations for books, audio-visual materials, conference papers, theses, etc. For more information about using the online search systems please call the Reference Desk at 398-4769.

APPENDIX 1 - Telephone Directory

**Communication Sciences & Disorders
2019 - 2020**

NAME	PHONE #	LAB
AUCLAIR-OUELLET, NOEMIE, Assistant Prof.	4476	00946
BAUM, SHARI, Professor	7385	09564
BURGER, MARISKA, Clinical Education Associate	2443	
CLAYARDS, MEGHAN, Associate Prof.	4235	
GONNERMAN, LAURA, Associate Prof.	3878	09923
HENNEQUIN, MEGANE, Administrative and GPC	5221	
LI- JESSEN, NICOLE, Assistant Prof.	5933	8959 # 1003 McMed
MANDACHE, ANDREEA, sa Administrator	5253	
NADIG, APARNA, Associate Prof.	4141	6895
PELL, MARC, Professor	4133	00010
POLKA, LINDA, Professor	7235	1210/1610
ROOT, KELLY, Clinical Coordinator	7369	
RVACHEW, SUSAN, Professor, Director	4136	3241
SOMMER, ANTOINETTE, GPC	4137	
STEINHAUER, KARSTEN, Professor	2413	4139/09527
THORDARDOTTIR, ELIN, Professor	5356	6673
TITLEY, LAUREN, Clinical Coordinator	6879	
VAILLANCOURT, SOPHIE, Clinical Coordinator	3071	
LABORATORIES	PHONE #	Room #
Acquired Language Disorders Lab (NA-O)	00946	829
Auditory Research Lab	00062	870
Child Language Development & Disorders Lab (ET)	6673	833
Child Phonology Lab (SR)	3241	827
Developmental Speech Perception Lab (LP)	1210	836
EEG (KS)	4139	808
Language and Cognitive Neuroscience (LG)	09923	813
PoP Lab (AN)	6895	835
Neurocognition of Language (KS)	09527	809
Neuropragmatics & Emotion Lab (MP)	00010	821
Neurolinguistics Lab (SB)	09564	830

POST-DOCTORAL FELLOWS ROOM

Caballero, Jonathan	828
Latif, Nida	828

Ph.D. STUDENTS ROOM # SUPERVISOR

Athari, Pegah	843	SR
Coburn, Patrick	846	NL-J
de Leon, Marikris	847	MP
Deschamps, Stephanie	847	SB/DK
Herbay, Alexandre	846	SB/KS
Hill, Katherine (on leave)	813	LG
Iturralde Zurita, Alvaro	843	MC
MacDonald, Angela	850	AN
Mori, Yondu	845	MP
Rioux, Eve Julie	847	ET
Ruan, Yufang	845	LP
Saito, Haruka	850	SB/VG
Thompson, Dahlia	843	SR
Truesdale, Deirdre	849	MP
Vieira, Marcelo	849	MC/NAO
Vorst, Robert		VG
Zhang, Shuyi	845	MP

McGill University Emergency: 514 398-3000

APPENDIX 2 – PART TIME INSTRUCTORS 2019-2020

NAME	CONTACT
Blais, Mary-Jane	mary-jane.blais@mail.mcgill.ca
Brunetti, Liliane	liliane.brunetti@sympatico.ca
Burns, Jesse	jesse.burns@muhc.mcgill.ca
Lalonde, Suzanne	suzanne.lalonde@mail.mcgill.ca
Lattermann, Christina	christina.lattermann@mcgill.ca
Isabelle Marcoux	Isabelle.marcoux@mcgill.ca
Massaro, Lisa	lisa.massaro@muhc.mcgill.ca
Matthews, Tanya	tanya.matthews@mail.mcgill.ca
McCrum, Marielle	Marielle.mccrum@muhc.mcgill.ca
McFarland, David	david.mcfarland@umontreal.ca
Mills, Gina	gmills@jgh.mcgill.ca
Ovadia, Amanda	amandaovadia.slp@gmail.com
Rioux, Eve Julie	eve.rioux@mail.mcgill.ca
Thompson, Dahlia	dahlia.thompson@mail.mcgill.ca

APPENDIX 3 - Calendar

MCGILL UNIVERSITY

SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS

M.Sc.A. I & II

2019- 20120

Orientation Day:	Friday, August 30, 2019
Fall Semester:	Tuesday, September 3 - Tuesday, December 3
Exams:	Thursday, December 5 - Friday, December 20
Winter Semester:	Monday, January 6 - Tuesday, April 14
Study Break:	Monday, March 2 - Friday, March 6
Exams:	Friday, April 17 - Thursday, April 30

HOLIDAYS

Labor Day:	Monday, September 4, 2019
Thanksgiving:	Monday, October 14, 2019
Winter Holiday:	Wednesday, December 25, - Thursday, January 2, 2020 (inclusive)
Good Friday:	Friday, April 10, 2020
Easter Monday:	Monday, April 13, 2020

*Tuesday December 3rd, 2019 will follow a Monday schedule and Tuesday April 14th, 2020 will follow a Friday Schedule.

APPENDIX 4 - PROFESSIONAL ASSOCIATIONS WHICH MAY BE OF INTEREST TO STUDENTS

Ordre des Orthophonistes et Audiologistes du Québec (OOAQ)
630 rue Sherbrooke Ouest, bureau 800, Montréal, Québec, H3A 1E4
Phone: (514) 282-9123 / Fax: (514) 282-9541
Email: INFO@OOAQ.QC.CA / Web: WWW.OOAQ.QC.CA

Membership in this provincial organization is mandatory for all who wish to be employed as Speech-Language Pathologists in Quebec. It is limited to those meeting admission requirements, which include holding a degree at the Master's level. Under Quebec law, a working knowledge of French must be demonstrated. French exams are conducted at frequent intervals by the Office québécois de la langue française.

Association Québécoise des Orthophonistes et des Audiologistes (AQOA)
6818, rue St-Denis, Bureau 2 Montreal, QC H2S 2S2 Phone: (514) 369-8929
Email: ADMIN@AQOA.QC.CA / Web: WWW.AQOA.QC.CA/

The AQOA's mandate is: to contribute to the evolution of the knowledge of human communication and the treatment of its disorders; to promote the work and interests of speech-language pathologists and audiologists; and to act on their behalf when these interest are at stake. Membership is voluntary and open to students.

Association du Québec pour Enfants avec Problèmes Auditifs (AQEPA)
3700 Berri St., Bureau A 436 Montréal, Québec, H2L 4G9
Phone: (514) 842-3926 / Fax: (514) 842-4006
Email: aqepa@aqepa.org / Web: <https://www.aqepa.org>

This politically active French-language association organized by parents of hearing-impaired children publishes the journal "Entendre" five times a year. Membership is open to anyone interested.

Speech-Language & Audiology Canada (SAC-OAC)
1000-1 Nicholas Street, Ottawa, Ontario K1N 7B7
Phone: (800) 259-8519 / (613) 567-9968 / Fax: (613) 567-2859
Email: info@sac-oac.ca / Web: www.sac-oac.ca

Membership in this national organization is open to speech and hearing professionals holding recognized degrees. Student membership is available. Student members do not have a vote but receive copies of the Journal of Speech-Language Pathology and Audiology, which is issued three times per year. Students are strongly encouraged to join.

American Speech-Language-Hearing Association (ASHA)
2200 Research Boulevard, Rockville, Maryland 20850-3289, USA
Phone: (800) 498-2071 / TTY (301) 296-5650
Web: WWW.ASHA.ORG

Membership in this U.S. organization is open to speech and hearing professionals holding recognized degrees. Student membership is available.

College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO)
3080 Yonge Street Suite 5060, Toronto, Ontario, M4N 3N1
Phone: (416) 975-5347 or (800) 993-9459 (ON only / Fax: (416) 975-8394
Email: CASLPO@CASLPO.COM / Web: www.caslpo.com/

Ontario Association of Speech-Language Pathologists and Audiologists (OSLA)
410 Jarvis St., Toronto, Ontario M4Y 2G6
Phone: (416) 920-3676 / (800) 718-6752 / Fax: (416) 920-6214
Email: MAIL@OSLA.ON.CA / Web: WWW.OSLA.ON.CA

Alberta College of Speech-Language Pathologists and Audiologists (ACSLPA)
Suite 209, 3132 Parsons Road, Edmonton, Alberta T6N 1L6
Phone: (780) 944-1609 / Fax: (780) 408-3925
Email: registrar@acslpa.ab.ca / Web: www.acslpa.ab.ca

Saskatchewan Association of Speech-Language Pathologists & Audiologists (SALSPA)
11-2010 7th Avenue, Regina Saskatchewan S4R 1C2
Phone: (306) 757-3990 / Fax: (306) 757-3986
Email: SASLPA@SASKTEL.NET / Web: www.saslpa.ca/

College of Audiologist and Speech-Language Pathologist of Manitoba (CASLPM)
Unit 1 - 333 Vaughan Street , Winnipeg, Manitoba R3B 3J9
Phone: (204) 453-4539 / Fax: (204) 477-1881
Email: office@caslpm.ca / Web: <http://caslpm.ca/>

New Brunswick Association of Speech-Language Pathologists & Audiologists (NBASLPA)
147 Ellerdale Ave., Moncton, New Brunswick E1A 3M8
Phone: (506) 858-1788 / Fax: (506) 854-0343
Email: NBASLPA@NB.AIBN.COM / Web: www.nbaslpa.ca/

Prince Edward Island Speech and Hearing Association (PEISHA)
P. O. Box 20076
Charlottetown, PEI, C1A 9E3
Phone: (902) 888-8154 / fax (902) 888-8153
Email: info@peispeechhearing.ca / Web : www.peispeechhearing.ca

Speech and Hearing Association of Nova Scotia
P.O. Box 775, Halifax Central CRO, Halifax, Nova Scotia B3J 2V2
Phone: (902) 423-9331
Email: WEBMASTER@SHANS.CA / Web: WWW.SHANS.CA

Newfoundland and Labrador Association of Speech-Language Pathologists and Audiologists (NLASLPA)
P.O. Box 21212, St. John's, Newfoundland A1A 5B2
Phone: (709) 945-5602 / Fax: 709-945-3051
Email: info@nlaslpa.ca / Web: www.nlaslpa.ca

Association of Northwest Territories Speech-language Pathologist & Audiologist (ANTSLPA)
P. O. Box 982
Yellowknife, NT X1A 2N7
Phone: (876) 669-3130 / Email: lauren_hargrves@gov.nt.ca

College of Speech and Hearing Health Professionals of BC (CSHHPBC)
630-999 West Broadway, Vancouver, British Columbia V5Z 1K5
Phone: (604) 568-1568
Email: enquiries@cshhpb.org Web: www.cshhpb.org/

Speech and Hearing BC
Suite 402, 1755 West Broadway Vancouver, British Columbia V6J 4S5
Phone: (877)222-7572 / Fax: (604) 736-5606
Email: janet@speechandhearingbc.ca Web: [HTTPS://SPEECHANDHEARINGBC.CA/](https://SPEECHANDHEARINGBC.CA/)