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SCHOOL OF AUDIOLOGY AND SPEECH SCIENCES

WELCOME TO THE SCHOOL OF AUDIOLOGY AND SPEECH SCIENCES!

We are glad that you have joined our community and hope that this brief information guide will help orient you to the School. This guide is intended to provide important information about the procedures, expectations and policies of the School. Please read it and remember to consult it throughout your program

MISSION STATEMENT

The mission of the School of Audiology and Speech Sciences is to advance knowledge of human communication and its disorders by educating individuals to become audiologists and speech-language pathologists; by educating individuals to become researchers; and by actively engaging in research concerning all aspects of human communication and its disorders.

FACULTY OF GRADUATE STUDIES

The School of Audiology and Speech Sciences operates under the general policies and guidelines of the Faculty of Graduate Studies (FoGS) at www.grad.ubc.ca. The School's orientation packet includes some resource materials from FoGS. UBC's general degree requirements, grading and appeal policies, student responsibilities, etc. are listed in the UBC Calendar at www.students.ubc.ca/calendar. The official degree program of the School of Audiology and Speech Sciences is also described there.

DISCLAIMER

This Handbook is provided by The School of Audiology and Speech Sciences as a resource for students enrolled in the MSc and PhD programs. We have endeavored to ensure the accuracy and currency of handbook content but students must take the final responsibility for being informed about policy and procedures. Regarding matters that are not addressed in the handbook, current University policies apply. The School and the University reserve the right to change academic policy at their discretion and such changes may be made without prior notice and can be applied to currently enrolled students.

MASTER OF SCIENCE PROGRAM AUDIOLOGY OR SPEECH-LANGUAGE PATHOLOGY**Curriculum**

The MSc program is designed to span 21-36 consecutive months. Completion of the Master of Science degree requires completing a minimum of 30 credits of graduate course work and four major and one minor clinical externships (see Curriculum Overview Table). In addition to course-related requirements, all students may have to/may complete either a thesis, research project, graduating essay, or a comprehensive exam (see pages 11 and following in this handbook for details about completing this additional coursework by audiology and speech-language pathology students).

A minimum of 60% must be obtained in any course taken by a student enrolled in a master's program for the student to be granted pass standing. However, only 6 credits of pass standing may be counted towards a master's program. For all other courses, a minimum of 68% must be obtained.

The Faculty of Graduate Studies reference is: <http://www.grad.ubc.ca/current-students/managing-your-program/satisfactory-progress-masters-students>.

To complete the Master of Science degree, all students are required to achieve 68% (B-) or higher in at least three clinical externship courses. Students who initially fail to meet this requirement may apply to retake one or more of these courses. The decision on this application will be made by the School's faculty based upon such criteria as the likelihood of improved performance and the availability of an appropriate practicum site. Finally, students should also note that at least one, and possibly two of their externship placements will require temporary relocation outside the Vancouver area, and possibly out of B.C. This may entail some additional expense.

Audiology Clinical Externship Requirements

After completion of basic clinical coursework and laboratories, each student completes a minor externship in speech-language pathology and two externships in audiology. Upon completing more advanced coursework in the major, each student completes two further externships in audiology. In their practicum experiences, students provide supervised clinical service to persons with communication disorders. Professional ethics mandate that the School avoid assigning students to clinical work if their level of knowledge, clinical skill or language competencies might lead to miscommunications that could adversely affect their clients/patients. For this reason, student performance is evaluated by the faculty members as a whole prior to the initial externship. To qualify for clinical externship placement, a student must:

- demonstrate specific first year externship readiness skills;
- complete the clinical courses with a grade of at least 68%;
- pass the lab portion of all courses;
- meet the Faculty of Graduate Studies requirements for continuation in the degree program; and
- demonstrate competency in oral English, both comprehension and production, which is adequate for clinical practice in English. This judgment is made by faculty members teaching courses with clinical content.

Speech-Language Pathology Clinical Externship Requirements

After completion of basic clinical coursework and laboratories, each student completes a minor externship in audiology and two major externships in speech-language pathology. Upon completing, or concurrent with, more advanced coursework in the major, each student completes two further externships in speech-

language pathology. During the externships, and under professional supervision, the student gradually assumes responsibility for clients with communication disorders. Professional ethics mandate that the School avoid assigning students to clinical work if their level of knowledge, clinical skill or language competencies might lead to miscommunications that could adversely affect their clients/patients. In addition, as communication experts, they must demonstrate sufficient language competency in the language of intervention (i.e. English). For this reason, student performance is evaluated by the faculty members as a whole prior to the initial externship. To qualify for clinical externship placement, a student must:

- complete the clinical courses with a grade of at least 68%;
- meet the Faculty of Graduate Studies requirements for continuation in the degree program; and
- demonstrate competency in oral English, both comprehension and production, which is adequate for clinical practice in English. This judgment is made by faculty members teaching courses with clinical content.

MASTER OF SCIENCE (MSc) PROGRAM: CURRICULUM OVERVIEW

National and Provincial certification standards mandate the Master's degree as the entry-level degree for audiology and speech-language pathology professionals throughout Canada. The School provides the only educational program for audiologists and speech-language pathologists in the Province of British Columbia, and one of only two such programs west of Ontario. It provides one of only three English-language Audiology programs in Canada, and the only Audiology program west of Ontario.

One of the School's primary objectives is to provide high-quality professional and research education for students intending to become audiologists or speech-language pathologists. To this end, the School's MSc program consists of graduate coursework and supervised clinical practica. The program spans 21 to 36 months, depending on the student's choice of major and graduation requirement.

The MSc curriculum maintains the School's founding belief that **“the scientific and professional fields of Audiology and Speech-Language Pathology are based on, and unified by the study of human communication,”** and that **“the theories and empirical data of linguistics, psychology, acoustics, physiology, and other related disciplines provide the necessary framework for the study of human communication and its disorders.”** These commitments are realized in an interdisciplinary program of undergraduate prerequisites, and in a graduate curriculum that incorporates both basic and applied science. Students are expected to learn the methods of scientific inquiry, and to apply these principles to clinical problems across the areas of clinical practice as specified by the Canadian Association of Speech-Language Pathologists and Audiologists (CASLPA). Upon completion of the program, “graduates will have completed at least the minimum number of hours of clinical practice required for certification by Canadian professional associations” (see the *UBC Calendar at* www.calendar.ubc.ca/vancouver/).

OVER-ARCHING PROGRAM GOAL

The over-arching goal of the program is for students to apply and evaluate the principles, theories, and data of the basic arts and sciences that are the foundations for research and clinical practice in audiology and speech-language pathology.

Specifically the program aims for students to:

1. Engage in and/or critically evaluate research in human communication and its related structures, mechanisms and processes within a variety of research paradigms (e.g., Evidence-Based Practice, quantitative and qualitative research)
2. Use normative and clinical data to reflect on, create, and modify theories, models, and approaches concerning human communication and its related structures, mechanisms and processes
3. Innovate approaches to clinical practice through application and evaluation of theoretical models and current research

The program has been designed to enable students to achieve the following, program-wide learning objectives, some of which are discipline-specific (see objective 1, following section) while others are common to both disciplines (see objectives 2-5, following).

PROGRAM-WIDE LEARNING OBJECTIVES

1. DISCIPLINE-SPECIFIC KNOWLEDGE

Students will acquire knowledge, skills (including the use of the latest technology), and attitudes that will enable them to (1) offer safe, effective, and efficient clinical service to people with communication impairments (speech, language, or hearing) and/or related impairments (swallowing and balance), and (2) advance knowledge in the area of human communication and its related structures, mechanisms, and processes.

Students will be able to engage in the following aspects of practice:

1. Evaluation: assessment, description, and identification of key aspects of communication and related impairments, including likely underlying linguistic, cognitive, neurological, and physiological causes
2. Management, intervention (group, individual, clinical environments), and referral
3. Education and prevention
4. Advocacy for clients and for the professions
5. Research

2. COMMUNICATION IN CONTEXT

Students will be able to interpret and apply knowledge about cultural and societal contexts for communication as well as for communication and related impairments to clinical and research practice.

Specifically, students will:

1. Develop a working knowledge and respectful appreciation of cultural and linguistic differences in order to engage in culturally safe and competent clinical practice with people of all backgrounds and work effectively within a multicultural context.
2. Acquire knowledge, skills, and attitudes commensurate with culturally safe and competent service delivery for people of First Nations, Métis, and Inuit heritage in Canada.

3. INTERDISCIPLINARY AND INTERPROFESSIONAL PERSPECTIVE

Students will be able to view communication, its related structures, mechanisms, processes and their impairments from an interdisciplinary and interprofessional perspective.

Specifically, students will:

1. Integrate information from foundational and related disciplines (e.g., other health and social sciences, linguistics, psychology, acoustics, etc.) in the study of human communication, its related structures, mechanisms, processes, and their impairments (**Interdisciplinarity**).
2. Acquire knowledge, skills and attitudes commensurate with effective teamwork with other health and education professionals (**Interprofessionalism**)

4. ADVOCACY

Students will be able to (1) recognize the limitations of service delivery, and (2) acquire knowledge, skills, and attitudes in order to effectively advocate for positive change on behalf of the people they serve clinically and on behalf of their professions.

5. LIFE-LONG LEARNING

Students will become self-directed, life-long learners who are respectful, responsible, and ethical in their professions.

Specifically students will be able to:

1. Evaluate the current state of their own knowledge, skills, and attitudes in terms of the requirements of clinical practice as specified by professional associations and regulatory bodies

2. Find relevant resources and critically evaluate evidence relevant to their quality before and during use
3. Integrate and apply new knowledge, skills, and attitudes in the professions in a respectful, responsible, and ethical manner
4. Innovate in clinical practice and research.

These program-wide learning objectives constitute the framework from which more detailed, course-specific objectives are set within the curriculum. Course-specific objectives are described within course syllabi, and have been selected to fulfill the Basic Requirements for both disciplines as well as discipline-specific requirements, as set out in SAC's "*Assessing and Certifying Clinical Competency: Foundations of Clinical Practice for Audiology and Speech-Language Pathology*". Within the program, knowledge, skills and attitudes are acquired in classroom, laboratory, and clinical settings, and through self-study.

CURRICULUM OVERVIEW* FOR AUDIOLOGY MAJORS
SCHOOL OF AUDIOLOGY & SPEECH SCIENCES – 2016-18

| YR/MO | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE | JUL. | AUG |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----------------------|------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------|
| YEAR 1 | <u>T1 Courses (credits)</u> 513 Acoustic and Articulatory Phonetics (2) 514B Hearing Science I (3) 518 Fundamentals of Audiology (3) 522 Communication Development & Disorders, (3) 530A Research Methods (1) 550A Advanced topics in Audiology –Speech Perception & Hearing Ability (1) 545 (0) Issues in Clinical Practice 546B Adult Language Development (1) | | | | B R E A K | <u>T2 Courses</u> 515 Hearing Science II (3) 528 Aural Rehabilitation (3) 545 Issues in Clinical Practice (0) 552 Diagnostic Audiology I (3) 556 Amplification I (3) 558 Physiological Measurement of Auditory Function (3) 540 First Nations – Part 1 (1) | | | B R E A K | 559 SLP Minor Externship for Audiology Majors (may occur in December) 565 Audiology Practicum I (3) | 566 Audiology Practicum II (3) | B R E A K |
| YEAR 2 | <u>T 3 Courses</u> 530B Research Methods (1) 555 Issues in Professional Practice (1) 540 First Nations – Part 2 (1) 553 Diagnostic Audiology II (3) 557 Amplification II (3) 562 Pediatric Audiology (3) 563 Cochlear Implants (2) 569 Hearing & Aging (1.5) 551 Hearing & Noise (1) | | | | B R E A K | Audi 567 Practicum III (3) – 6 weeks -5 days a week Jan.-Feb/18 Audi 568 Practicum IV (3)– 7 weeks -4 days a week Feb.-April/18 Audi 549 MSc Thesis (6) Comprehensive Exam (no registration necessary)-Occurs in April/May 2018 | | | | | | |

***Overview Subject to Revision**

**CURRICULUM OVERVIEW* FOR SPEECH-LANGUAGE PATHOLOGY MAJORS
SCHOOL OF AUDIOLOGY & SPEECH SCIENCES – 2016-18**

| YR/MO | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE | JUL. | AUG |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----------------------|----------------------------------------------------------------------------------------------------------|--------------------------|-----------------------|
| YEAR 1 | <u>T1 Courses (credits)</u> 514A Hearing Science I (2) 518 Fundamentals of Audiology (3) 520A&B Phonological Development, Assessment & Intervention (2/3) 530A Research Methods (1) 547A Directed Reading in Audiology & Speech Sciences-Lab (1) 571 Developmental Language Disorders (3) 585 Language Development across the Lifespan (2) 545 Issues in Clinical Practice | | | | B R E A K | <u>T2 Courses</u> 516A Discourse Analysis (2) 524 Disorders of Speech Production (2) 526 Acquired Language Disorders (3) 527 Introduction to Dysphagia (1) 545 Issues in Clinical Practice (0) 540 First Nations – Part 1 (1) 570 Case studies in Phonological Intervention (3) 576 Fluency Disorders (2) 583 Advanced Speech Science (3) | | | B R E A K | 579 Audiology Minor Externship for Speech Majors (in Dec., Feb., or July) 590 SLP Practicum I (3) | 591 SLP Practicum II (3) | B R E A K |
| YEAR 2 | <u>T 3 Courses</u> 530C Research Methods (1) 555 Issues in Professional Practice (1) 540 First Nations – Part 2 (1) 575 Language Development & Disorders in School Years (3) 581 Perceptual, Cognitive & Social Affective Issues in Communication Development (3) 593 SLP Practicum III (3) - 11 weeks 2 days a week-Sept-Dec. | | | | B R E A K | <u>T 4 Courses (Jan – Apr 2018)</u> 516C Discourse Analysis (1) 546A Advanced Communication Sciences & Disorders (AAC) (3) 572 Cognitive Processing & Acquired Language Disorders (3) 577 Advanced Studies in Acquired Speech & Swallowing Disorders (2) 586 Acquired Language Disorders II (2) | | | | | | |
| Summer April – June 2018 Audi 594C SLP Practicum IV (3) – 8 weeks -5 days a week | | | | | | | | | | | | |
| Summer June – August 2018 Audi 548 Graduating Paper (3) or Audi 549 MSc Thesis (6) or Comprehensive Exam (no registration is required) | | | | | | | | | | | | |

***Overview Subject to Revision**

ADVISORS

The School provides three types of advisors for each student:

Thesis/Research Project/Essay Supervisor: Students who wish to complete a thesis, a research project, or an essay must identify a faculty member who agrees to supervise them. The supervisor will guide the student at each stage of his/her thesis, research project or essay. The supervisors will ensure that their students' work meets the standards of the University and the academic discipline.

Faculty Advisors: Students are assigned to a faculty advisor prior to the beginning of their first term. This assignment may change depending on faculty availability from year to year. Students are encouraged to introduce themselves to their Faculty Advisor during the first two weeks of September. (See chart below for assignments).

Clinical Advisors: Students will be assigned a faculty Clinical Coordinator in September, who will arrange placements and provide mentorship throughout the clinical part of the program.

| FACULTY ADVISORS 2016-17 | SECOND YEAR STUDENTS | FIRST YEAR STUDENTS |
|--------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Sasha Brown | Cory Kendall A Lareina Abbot A | Beldi, Claire A Wang, Annie A Sanelli, Arianna |
| Lisa Avery | Elizabeth Grauer Gillian O'Toole Alannah Turner Megan Harold | Bowering, Marleis Burrows, Helena Chan, April |
| May Bernhardt | Jessica Barclay Josiah Klassen Natasha Penner | Davies, Monica Tull, Joyce Allen, Claire |
| Valter Ciocca | Danielle Bigioli David Kurbis Gabriela Raymond Pat Chamberlin | Willits, Kara A Abrams, Nekesia Nolletti, Briana |
| Paola Colozzo | Shelby Siroski Rheanne Brownridge Courtney Lawrence Kaitlyn Robertshaw Thyra Driver | De La Nuez, Alexandra De Lucca, Gabriela Dorman, Courtney Wershler Miranda |
| Eavan Sinden | Shelby Camozzi Jessie Lee Alexandra Friesen Melanie Matson | Gidha, Anisha Hall, Lauren Harris, Michelle |
| Tony Herdman | Gregory Bergen A Rebecca Angel A Vivian Sue | Meunier, Jaime A Parfett, Alicia A Chow, Clarice Chan, Michelle |
| Tami Howe | Nicole Anger Alicia Tonello Kelsea Ross | Johnston, Gabrielle Jones, Megan Kerr, Kelsey |

| | | |
|-------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Lorienne Jenstad | Mathilda Choi A Karl Sutker Laurel Palmer A Kelsey Meagher A | Ryall, Angela A Smith, Kyle A Van Gulik, Megan |
| Stacey Skoretz | Kean Leung (formerly with Stefka) | Lam, Megan Lanigan, Katelyn Letawsky, Veronica |
| Glenda Mason | Jillian Chernecki Jessica Luu | Mackie, Kelsey Massey, Katherine Mazawi, Ashley |
| Navid Shahnaz | Brenda Wheeler A Karen Ma A Chelsey Michaud A Jennifer Cozzi A Rae Riddler | Glassman, Talia A Ip, Tiffany A Wilde, Benson A Williams, Jennifer |
| Jeff Small | Allison Empey Macaela MacWilliams Sarah Ullstrom | Nickel-Thompson, Sophie Petersen, Laura Randall, Jillian |
| Susan Small | Alison Jones A Cody Oliver A Ricky Lau A | Vaz, Milena Lam, Rachel A Ma, Xiaoran A |
| Marcia Choi Clinical Coordinator | Victoria Giaschi Katharine O'Neill (maternity leave until January 2017) | Redekopp, Laura Reyes, Katrina Riopelle, Stephanie |
| | | |

SCHOOL MEETINGS

The School's policies are generally determined by vote of the Faculty in monthly School meetings. Four student representatives are elected each Fall to participate in these meetings as non-voting members. If you would like to propose topics for discussion or action, you should talk with these representatives. They will keep you informed about topics under current discussion and decisions made.

The School also has three standing Committees that prepare proposals for consideration at the School meetings. Their areas of concern and current Chairpersons are as follows:

Admissions: Dr. Jeff Small (Speech) and Dr. Susan Small (Audiology). Review of applications; decisions on admissions; recommendations for scholarships; admissions policy recommendations; web site student information; recruiting and information sessions.

Curriculum: Dr. Paola Colozzo and Dr. Lorienne Jenstad (Co-Chairs). Recommendations regarding curriculum, prerequisites and degree changes; review of current courses with attention to coordination and fulfilment of curricular intent.

Doctoral Studies: Dr. Navid Shahnaz (Chair) Review of applicants and admission decisions for doctoral degrees; review of progress in doctoral programs; resolution of program difficulties.

STUDENT REPRESENTATIVES

There are approximately twelve student representatives elected or recommended to represent student interests on the following committees: SAC, BCASLPA, School Meetings, Doctoral, and Faculty of Medicine. Positions are ongoing while the students are enrolled in the program.

SCHOLARSHIPS AND AWARDS

Students with outstanding academic records are encouraged to complete an application form for a CIHR, SSHRC, or an NSERC scholarship. Application forms and instructions for both of these awards are available online at the Faculty of Graduate Studies website. The School ranks applicants for these awards, and writes letters of support, but the final decisions are made by the Faculty of Graduate and Postdoctoral Studies. The application deadline for these awards to be submitted on line is December 1, 2015.

The School itself also awards partial scholarships yearly to outstanding students, usually one for a first-year student and one for a second-year student. These awards are made possible by a grant from the Workers' Compensation Board. For School awards, the nomination or selection of students is done through routine faculty review; no application procedures exist.

The University maintains a **Student Financial Services** office, where information about additional scholarships, fellowships and grants is posted. Some bursaries are available to health sciences students. These awards require direct application by the student. Students interested in finding support monies can visit this office early in the Fall. For more information: <http://www.students.ubc.ca/finance/graduate-students/>.

SUBMITTING ASSIGNMENTS

The School policy for students handing in or leaving assignments for faculty is as follows:

OPTION #1: It is always best to hand in an assignment to a faculty member *in person*. The preferred method is to hand in the assignment IN CLASS.

OPTION #2: If the faculty member agrees, a student may leave an assignment under the faculty member's office door (this will not work for multiple simultaneous hand-ins).

OPTION #3: An assignment may be left for a faculty member in the main office by (i) placing the assignment in a SEALED ENVELOPE (which students provide themselves), with their signature written across the sealed part, then (ii) placing this envelope in the assignment slot on the front counter (Room 443). (Staff will then put it in the faculty mailbox when they have a free moment.) Note that office staff will not monitor this and are not to be held responsible if an assignment cannot be found. (Option #1 is the best choice). **PLEASE ENSURE THAT THE NAME OF THE PROFESSOR/INSTRUCTOR IS NOTED ON THE OUTSIDE OF THE ENVELOPE.**

OBTAINING GRADES

While instructors will make every effort to mark assignments and exam papers in a reasonable time, students should be aware that final grades for courses will normally be available ***no earlier than 2 weeks from the end of classes (or 2 weeks from the date of the final exam, for courses that comprise a final exam)***. Grades can be viewed on-line by logging into the "Student Service Centre" webpage on the UBC web site.

FINAL GRADUATING REQUIREMENTS

N.B: For Speech-Language Pathology students, a proposal is under preparation to remove final graduating requirements. The proposal will be submitted this coming Fall and, if approved, will apply to the class of 2016. The proposed changes would mean that SLP students entering the program in 2016 would no longer have the option of writing a comprehensive exam, but they would still have the option (but no requirement) to do an MSc Thesis, a research project or an essay (see descriptions of these components below) as optional, research-based coursework. We encourage SLP students who are interested in the optional coursework to engage with potential supervisors as soon as possible.

PROPOSED CHANGES TO FINAL GRADUATING REQUIREMENTS FOR SLP STUDENTS ARE DESCRIBED IN APPENDIX A

APPENDIX A – PROPOSED CHANGES TO FINAL GRADUATING REQUIREMENTS

FINAL GRADUATING REQUIREMENTS AND OPTIONAL RESEARCH-BASED COURSEWORK

The School of Audiology and Speech Sciences offers several different options for meeting the final graduating requirement. For Audiology students, these graduating requirements include: Thesis (AUDI 549, 6 credits); or a Comprehensive Examination (0 credits; open to Audiology students only). Speech-Language Pathology students do not have final graduating requirements, but can ELECT to complete optional research-based coursework which can include either an MSc thesis, a research project or an essay. Audiology and Speech-Language Pathology students who wish to do a thesis, and Speech-Language Pathology students who wish to do either a research project, or graduating essay can do so only if there is a faculty member with the appropriate research interests and expertise who agrees to supervise them.

Descriptions and criteria for each of the four options are given below, followed by timelines that must be met in selecting any one of these options. Grading for the final graduating requirement or the optional research-based coursework, irrespective of format, is on a pass/fail basis.

1) Thesis (AUDI 549; Audiology and SLP)

A thesis is a substantial piece of scholarly writing that reflects the writer's ability to:

- design and conduct primary research
- interpret and communicate research findings
- critically analyze the literature
- link the topic of the thesis with broader fields of inquiry

A Master's thesis must demonstrate that the student knows the background and principal works of the research area, and can produce significant scholarly work. The ideal thesis is one that leads to a paper publishable in a reputable journal.

<http://www.grad.ubc.ca/students/supervision/index.asp?menu=006,000,000,000>

The decision about whether to “do a thesis” is influenced by a number of factors, including the student’s desire to learn research skills from an experienced investigator, to answer particular research questions, to tackle a challenging new task, to incorporate research into their clinical work, and/or to explore future career options. In making their decision, students should speak with their advisor and/or School faculty members who have expertise on a topic of interest to them, as well as with other students who are currently (or were recently) engaged in a thesis project.

Even though the data-based phases of a thesis project tend to occur towards the end of the MSc program, thesis research requires considerable planning and recurrent attention throughout the student’s years at the School. Important early decisions include the possible preparation of a Tri-Council grant application (see Scholarships and Awards section in the Student Handbook), identifying a topic area, finding an appropriate supervisor, and forming a committee. The School is committed to providing MSc thesis opportunities as one way of providing training in basic and/or clinical research in the area of human

communication. Given the small size of the School's faculty and the distribution of research interests and expertise, however, we cannot guarantee that all prospective thesis writers will be able to pursue their initial topics of interest.

The Faculty of Graduate and Postdoctoral Studies "Handbook of Graduate Supervision" provides information, guidelines, and requirements on both the content (e.g., choosing a topic for study) and process (e.g., finding and working with a supervisor) of completing a thesis. (<http://www.grad.ubc.ca/students/supervision/index.asp?menu=000,000,000,000>). In addition, the School has a document entitled "SASS MSc Thesis Research Process" which outlines the general procedure and timeline for completing a thesis (available as Appendix A of this Handbook).

2) Comprehensive Examination (Audiology students only)

The comprehensive examination will consist of a series of case-based questions to be answered, in writing, over the course of one to two days.

3) Research Project (AUDI 548; SLP students only)

The research project is similar to a thesis in that it focuses on research skills, is designed to answer particular research questions, and allows the student to tackle a challenging new task and/or to incorporate research into their clinical work. It differs from a thesis in that it does not require a final written product that will be submitted to the Faculty of Graduate and Postdoctoral Studies, nor does it require a supervisory committee or an oral defense. However, a project does require a written paper that could either be submitted for publication or that could serve as the basis for a professional or academic conference presentation or School colloquium. A project also requires a written proposal or project description in addition to the final product. Although a project is smaller in scope than a thesis, it is nevertheless expected to conform to the same standards of scholarly research.

4) Graduating Essay (AUDI 548; SLP students only)

The objective of the essay is to formulate a research question that is relevant to our discipline, and to find an answer by searching the literature for evidence. Typically, these take the format of a case-inspired literature review, which may be an evidence-based paper, or a paper on a more theoretical topic that the case inspires. Because students must identify a faculty member who is willing to supervise the essay, it is important to discuss potential topics with a faculty member whose research and/or teaching interests are closely tied to the general topic area. Essays, which must use APA format with full references, typically include:

- An introduction (3-4 pages) describing the case and the issues that the case raises,
- A critical analysis of relevant literature, usually about 15-20 pages on the topic,
- A discussion (1-2 pages) concerning clinical and research implications.

Timelines for Graduating Requirements and Optional Research-Based Coursework

Students are strongly encouraged to think about these options as early as possible during their first year in the program. Students who are interested in doing a thesis, a research project, or a graduating essay are strongly advised to:

1. explore the literature on topics of interest and consult potential supervisors **by the end of August in the 1st year of the program**;
2. decide which of the three options they are considering, generate a general statement of topic area, and identify a supervisor **by the end of the third week of September in the 2nd year of the program**;
3. secure a supervisor, and work with that supervisor to develop specific goals and timelines for their project **by the middle of October**.

Students who have not completed these steps (securing a supervisor, developing specific goals and timelines for their project) **by the last day of classes of Term 1 of Year 2** will have no option but to write

the comprehensive exam (Audiology students) or graduate without completing optional research-based coursework.

Timing of the comprehensive examination will be as follows: For Audiology students, the examination will be scheduled for **late April**, following their final externship.

UBC - POLICIES & REGULATIONS

ACADEMIC MISCONDUCT

The following information is University Policy and taken from the UBC Website:
<http://www.calendar.ubc.ca/vancouver/>

Review for Authenticity

All work submitted by students (including, without limitation, essays, dissertations, theses, examinations, tests, reports, presentations, problem sets, and tutorial assignments) may be reviewed by the University for authenticity and originality. Without limiting the generality of the foregoing, such review may include the use of software tools and third party services including Internet-based services such as TurnItIn.com. By submitting work, students consent to their work undergoing such review and being retained in a database for comparison with other work submitted by students. The results of such review may be used in any University investigation or disciplinary proceedings.

Statutory Authority

The President of the University has the authority under section 61 of the [University Act](#) to deal summarily with any matter of student discipline, allowing the President to take whatever disciplinary action he or she deems to be warranted by a student's academic misconduct. The specific provisions as to Academic Misconduct and Non-Academic Misconduct, as set out below, do not limit, and should not be construed as limiting in any way, the general authority conferred upon the President by the University Act.

Academic Misconduct

Students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses and of the examples of academic misconduct set out below. Academic misconduct that is subject to disciplinary measures includes, but is not limited to, engaging in, attempting to engage in, or assisting others to engage, in any of the actions described below.

1. Cheating, which may include, but is not limited to:
 1. falsification of any material subject to academic evaluation, including research data;
 2. use of or participation in unauthorized collaborative work;
 3. use or possession in an examination of any materials (including devices) other than those permitted by the examiner;
 4. use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and
 5. dishonest practices that breach rules governing examinations or submissions for academic evaluation (see the [Student Conduct during Examinations](#)).
2. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism

because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

3. Submitting the same, or substantially the same, essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.
4. Impersonating a candidate at an examination or other evaluation, facilitating the impersonation of a candidate, or availing oneself of the results of an impersonation.
5. Submitting false records or information, orally or in writing, or failing to provide relevant information when requested.
6. Falsifying or submitting false documents, transcripts, or other academic credentials.
7. Failing to comply with any disciplinary measure imposed for academic misconduct.

Disciplinary Measures

Academic misconduct often results in a one-year suspension from the University and a notation of academic discipline on the student's record. However, disciplinary measures which may be imposed, singly or in combination, for academic misconduct include, but are not limited to the following:

1. a letter of reprimand
2. a failing grade or mark of zero on the assignment or in the course in which the academic misconduct occurred
3. suspension, cancellation, or forfeiture of any scholarships, bursaries or prizes
4. suspension from the University for a specified period of time¹
5. expulsion from the University
6. denial of admission or re-admission to the University for a specified or indefinite period of time
7. a notation of academic discipline on the student's record in the Student Information System, which will appear on the student's Transcript of Academic Record
8. revocation of a degree or other academic credentials dishonestly or improperly obtained

The laying of criminal charges or the commencement of civil proceedings does not preclude the University from commencing disciplinary proceedings or taking disciplinary measures against a student who has committed academic misconduct.

During the period of suspension, a student may not participate in activities of the University, including but not limited to attending or auditing classes. Students will not receive credit for courses taken at another institution during a suspension.

ATTENDANCE/ACADEMIC CONCESSION

Attendance

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes. Any request for academic concession must be clearly expressed (see *Academic Concession*).

Students may not, concurrently with their University attendance, take studies for university degree credit through any other institution by correspondence, evening or regular session class without the approval of the dean of the faculty in which they are studying at the University.

The University reserves the right to limit attendance, and to limit the registration in, or to cancel or revise, any of the courses listed. Information concerning limitations on attendance for the various faculties and Schools is found in the faculty and School entries.

Academic Concession

The University is committed to supporting students in their academic pursuits. Students may request academic concession in circumstances that may adversely affect their attendance or performance in a course or program. Generally, such circumstances fall into one of two categories, conflicting responsibilities and unforeseen events.

Academic concession is different than academic accommodation for a disability. Students with disabilities may apply for an academic accommodation. (See [Academic Accommodation for Students with Disabilities](#) and UBC Policy 73).

Conflicting responsibilities include, but may not be limited to: representing the University, the province or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support oneself or one's family; and having responsibility for the care of a family member.

Unforeseen events include, but may not be limited to: ill health or other personal challenges that arise during a term; and changes in the requirements of an on-going job.

Students who intend to, or who as a result of circumstance must, request academic concession must notify their instructor, dean, or director as specified below.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid as much as possible any conflicts with course requirements. Students with such responsibilities are also required to discuss with their course instructor(s) at the start of each term, or as soon as a conflicting responsibility arises, any accommodation that may be requested. Instructors may not be able to comply with all such requests especially if the academic standards and integrity of the course or program could be compromised.

Religious observance may preclude attending classes or examinations at certain times. In accordance with the <http://www.universitycounsel.ubc.ca/files/2010/08/policy65.pdf> students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance, and preferably earlier.

Students who, because of unforeseen events, are absent during the term and are unable to complete tests or other graded work, should normally discuss with their instructors how they can make up for missed work, according to written guidelines given them at the start of the course (see *Grading Practices*). Instructors are not required to make allowance for any missed test or incomplete work that is not satisfactorily accounted for. If ill-health is an issue, students are encouraged to seek attention from a health professional. The Student Health Service and Counselling Services will normally provide documentation only for students who have been seen previously at these offices for treatment or counselling specific to conditions associated with their academic difficulties. Students who feel that requests for consideration have not been dealt with fairly by their instructors may take their concerns to the office of their dean or director.

Students who, because of an unforeseen event, experience a prolonged absence during a term or who miss a final or term-end examination must report to their dean or director to request academic concession as close as possible to the time that attendance is adversely affected. The University, in considering these requests or any appeals of decisions on academic concession, will not normally take into account untimely notifications. The occurrence of adverse personal circumstances that cannot be anticipated may necessitate that a student seek academic concession more than once. Each request for academic

concession will be considered on its merits. Repeat requests based on the same or similar reasons may require a different response than de novo requests.

Before responding to a student's request, the dean or director may require supporting documentation and may also ask the student to formulate and follow an academic plan which could include: a reduction in course load; a commitment to an on-going program of medical care, counselling services, or support from the Access and Diversity office (Disability Resource Centre); or other appropriate actions. The student's personal circumstances will be taken into account in the development of such a plan. On-going support from the academic unit may require periodic updates from the student on their academic plan and/or the submission of documentation from a treating health professional or other source of personal support. This documentation might be a "Statement of Illness" form obtained from the *Student Health Service* or an informative letter from the attending physician, from Counselling Services, or from another recognized counselor.

The academic concessions that may be granted include the following: permission to drop or withdraw from a course after the normal deadlines (see *Change of Registration*), Aegrotat standing or Deferred standing (see *Grading Practices*), and withdrawal from the University (see *Withdrawal*).

If permission is given to drop or withdraw from a course, any refund of fees will be in accordance with normal policy. See *Refund of Tuition Fees*.

Students who are denied academic concession from their dean or director may have grounds to appeal the decision. See *Senate Appeals on Academic Standing*.

Students in good academic standing who are permitted to withdraw from the University as an academic concession may apply to re-enroll in the program from which they withdrew. Application to re-enroll must be made by the published application deadline for the program (see *Readmission*). Students permitted to withdraw may be told the time period during which an application to re-enroll will be permitted. Documentation from a medical or counselling professional or from the UBC office of Access and Diversity (Disability Resource Centre) of a nature sufficient to satisfy the University that the student is ready to continue studies may be required before the student will be re-enrolled.

FACULTY OF MEDICINE – POLICIES AND GUIDELINES

Relationship with Industry (see link below)

<https://mednet.med.ubc.ca/AboutUs/PoliciesAndGuidelines/Pages/Research.aspx>

FINAL STEPS FOR GRADUATING STUDENTS

1. Apply for Graduation

Refer to www.students.ubc.ca/current/graduation.cfm to apply on-line for graduation on the Student Service Centre (SSC).

2. Thesis Preparation and Submission

Refer to Graduate Studies for thesis preparation, submission, and guidelines at <http://www.grad.ubc.ca/current-students/final-dissertation-thesis-submission> further details will be provided by the School. See also Appendix "A" in this binder for SASS MSc Thesis Research Process.

3. Clinical File

You are responsible for ensuring that your clinical file is complete. Please ask the Clinical Program Assistant, Room 443 or one of the Clinical Coordinators for access to your clinical file. You must ensure that your clinical hours sheets are filled out, signed by your supervisors, and in

your clinical file. You are expected to check your clinical file to determine that all clinical hours' forms are there. You are also responsible for compiling your hours and sending the final form to SAC. The form can be found at: <http://www.sac-oac.ca/>. This form must be signed by your clinical supervisor as part of your graduating requirements.

4. School Check-out

The Graduate Program Assistant will distribute a "Settlement of Student Accounts" form to you in your final year. This sheet is a reminder to take care of administrative/housekeeping items before you leave the School. Please meet with the Graduate Program Assistant or the Clinical Program Assistant to verify that:

- Any building/lab keys have been returned to Parking and Access Control for your \$20.00 refund.
- All books and test materials have been returned to the Reading Room and other UBC libraries.
- All photocopy and printing accounts have been settled.
- The lock on your third floor locker has been removed and locker has been wiped clean.
- Your School mail box in Room 322 has been emptied.
- You have provided a forwarding postal and email address (other than your alumni account).

5. Degree Completion and BC College Registration

The process for submitting program completion letters to the BC College is as follows:

1. For those students who passed the comprehensive exam, a final graduating requirement completion form will be signed by the Graduate Advisor. After all the student's grades are posted, and the student has completed the "School Check-out" items listed in #4 above, this form will be emailed to the Faculty of Graduate and Postdoctoral Studies (G+PS). Once G+PS receives it, they go over the student's account to ensure all fees are paid and grades posted. They will then close out the student's account, and the student can download his/her completion letter from the Dean. Students will then email this letter to the Graduate Program Assistant at the School, and it will then be emailed to the BC College.
2. For those students who complete a thesis, essay, or project, their supervisor must sign off on the successful completion of the final graduating requirement and inform the Graduate Program Assistant, who will then post the "P" to their transcript. When this happens, G+PS will go over the student's account to ensure all fees are paid and grades posted. They will then close out the student's account, and the student can download his/her completion letter from the Dean.
3. Once the student downloads the G+PS completion letter, he/she must send it as an email attachment to the Graduate Program Assistant and it will then be emailed to the College. The College will **not** accept the letter if received directly from the student.
4. Students who have paid more than the minimum instalments for the degree will have their tuition fees prorated to the end of the month in which G+PS confirms that all degree requirements have been completed. This includes submission of either their major paper or final project to the School, or their thesis to G+PS office at #170 – 6371 Crescent Road.

Please note that the School will not be providing students with any other "letters of completion" since it is the Faculty of Graduate and Postdoctoral Studies that is responsible for authorizing SASS MSc degree completion status.

INTRODUCTION TO CLINICAL EXTERNSHIPS

Clinical training beyond the walls of the School of Audiology and Speech Sciences involves clinical visits and externships at a variety of agencies and facilities. While some externship placements can be arranged in Vancouver and environs, placements are also arranged in many areas of BC and sometimes in other parts of Canada. Clinical training is arranged and monitored by the Clinical Coordinators.

The clinical education component of the Master's degree includes four externships in your major area of study. As well, you may be included in special focused modules, depending on your specific interests.

In the first Fall term of Year 1, you will complete coursework and clinical practice labs and will also have an opportunity to take part in a hearing screening program for Kindergarten children in the schools.

GOALS:

MAJOR EXTERNSHIPS

- Bridge academic theory to clinical practice.
- Provide an understanding of the clinical process framework and professional behaviours and skills required in the workplace.
- Provide clinical training in a variety of settings (e.g. hospitals, school districts, community health centres/units, rehabilitation centres, private practice, etc.).
- Provide assessment and intervention experience with clients of different ages and with a variety of disorders.
- Provide opportunities to work collaboratively with other health and education professionals.
- Foster reflective practice skills.
- Accumulate clinical hours in compliance with requirements for certification with Speech-Language and Audiology Canada (SAC), and registration with the College of Speech and Hearing Health Professionals of BC (CSHHPBC).

MINOR EXTERNSHIP

- Provides an understanding of the role and scope of the profession.
- Provides information about the process of client management, from referral to discharge.
- Accumulate clinical hours in compliance with SAC and CSHHPBC requirements.

SCHEDULE:

You will be given specific dates once clinical placements are scheduled (i.e. winter 2017), but generally the schedule is as follows:

SPEECH-LANGUAGE PATHOLOGY – 2016 - 2018

| TYPE of EXTERNSHIP | SCHEDULE | APPROXIMATE DATES |
|--------------------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------|
| Year 1 Major Externship I - AUDI 590 | 5weeks, 5 days/week | May – June 2017 (5 week period during this block of time) |
| Minor Externship- AUDI 579 | 4-5 days | Individual schedules, in December 2016, February/Reading Week 2017, or in conjunction with Ext I or II in Summer 2017. |
| Year 2 Major Externship III - AUDI 593 | | September – December 2018 |

| | | |
|--------------------------------|-----------------------------------------------------------------------------------|--------------------|
| Major Externship IV - AUDI 594 | 11 weeks, 2 days/week (academic courses on other days) 8 weeks, 5 days/week | April - June, 2018 |
|--------------------------------|-----------------------------------------------------------------------------------|--------------------|

AUDIOLOGY – 2016-2018

| TYPE of EXTERNSHIP | SCHEDULE | APPROXIMATE DATES |
|---------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------|
| Year 1 | | |
| Major Externship I- AUDI 565 | 7 weeks, 4-5 days/week | May-June 2017 |
| Major Externship II – AUDI 566 | 7 weeks, 4-5 days/week | July-August 2017 |
| Minor Externship – AUDI 559 | 4-5 days | Individual schedules, in December 2016, February/Reading Week 2017, or in conjunction with Ext I or II in Summer 2017. |
| Year 2 | | |
| Major Externship III – AUDI 567 | 6 weeks, 5 days/week | January – February 2018 |
| Major Externship IV – AUDI 568 | 7 weeks, 4 days/week | February – April 2018 |

PRIMARY CONSIDERATIONS IN ASSIGNMENT OF CLINICAL EXTERNSHIPS:

- You will have the opportunity to develop the knowledge base, clinical skills, and personal characteristics necessary to be competent in any setting, with any type of caseload.
- You will have the opportunity to accumulate the requisite number of hours in each clinical category for certification with SAC and registration with CSHHPBC.
- The agency and its Audiologists and Speech-Language Pathologists are willing to support a student and have appropriate credentials and experience.

Secondary consideration: Specific area of interest that you have.

LOCATION OF EXTERNSHIPS

You will complete **a minimum of two clinical placements in rural locales**. The others will be in the Metro Vancouver/Lower Mainland region, some in Vancouver, but most will be in other communities; e.g. suburbs of Burnaby, Maple Ridge, Surrey, Coquitlam, North Vancouver, and Richmond. You are responsible for travel and accommodation expenses for all of your clinical placements.

The majority of the out-of-town externships are in rural and northern BC. These experiences are invaluable in your growth as a professional. Different locales may provide services in different ways, and the out-of-

town externships provide exposure to a variety of service delivery models and the opportunity to develop and practice new skills. As well, you may foster relationships with individuals who may assist you in gaining employment after graduation.

All placements are within Canada. Sites in other provinces and territories may be used; however, for provinces with university training programs in SLP and Audiology, priority is given to students studying within the province. Another barrier can be the legal requirements that settings outside of BC might have (i.e. current affiliation agreement with UBC; liability insurance, etc.).

Requests for particular geographic locations will be considered but cannot be guaranteed.

SCHEDULING PROCESS

The Clinical Coordinators are responsible for securing and scheduling all of your clinical placements. It is a complex task as available sites may be limited depending on the timing of the placement (e.g. many Clinical Educators take vacation during the summer).

We have Clinical Educators in a variety of locations and the Clinical Coordinators will be contacting them on your behalf. If there is a particular agency in which you are interested, you may give this suggestion.

In your first class of AUDI 545 Introduction to Clinical Practice, the Clinical Coordinators will provide more information about placements and get the process started by requesting information from you about your interests and related experiences.

IMPORTANT NOTES:

- 1) Criminal record checks must be done prior to seeing any clients. The forms will be given out in early September and the Clinical Coordinators will guide you through the process. The fee for this check is included within the total school fee payable to the Graduate Program Assistant. (see section on School Fees).
- 2) Accident insurance coverage is provided through UBC. The student coverage has been cited by most agencies as a requirement for externships. The fee for this insurance is included within the total School fee payable to the Graduate Program Assistant. (see section on School Fees).
- 3) Proof of immunization is required for externships. The fee for UBC Student Health Services to review your immunization history and provide needed immunizations is included within the total School fee payable to the Graduate Program Assistant (see section on School Fees). We will let you know early in September regarding arrangements for an appointment with Student Health Services.

SECTION 2

ADMINISTRATION

REGISTRATION

By now you will have registered for Term 1 and 2 of the 2016/17 academic year. For the remainder of your program, you will be responsible for registering for your courses through the SSC on-line registration system at www.students.ubc.ca/current/registration.cfm. The School will provide you with a list of the courses you will need to register for in each Term.

TUITION AND FEES

UBC Fees

MSc students will need to make full payment of the total first year tuition fees of **\$4707.66 (Domestic) or \$8270.55 (International)** as follows:

First installment of your tuition fees by Wednesday, September 7, 2016, \$1569.22 (Domestic) or \$2756.85 (International).

Second installment by Friday, January 6, 2017, \$1569.22 (Domestic) or \$2756.85 (International)

Third installment by Wednesday, May 10, 2017, \$1569.22 (Domestic) or \$2756.85 (International)

Refund of Graduate Tuition

Graduate students who **withdraw** during the first two weeks of University sessions will receive 100% of the installment for that term or session.

The refund of fees for graduate students who **withdraw** from either Term 1 or Term 2 of Winter Session or from Summer Session after registration will be calculated as shown below.

| Winter Session Term 1 / Term 2 / Summer Session | |
|----------------------------------------------------------------|-------------------------|
| During first two weeks of Winter Term or Summer Session | 100% of the installment |
| During third or fourth week of Winter Term or Summer Session | 60% of the installment |
| During fifth or sixth week of Winter Term or Summer Session | 40% of the installment |
| During seventh or eighth week of Winter Term or Summer Session | 20% of the installment |
| After eighth week of Winter Term or Summer Session | No refund |

TUITION, FEES & COST OF LIVING

Paying Your Fees

Students pay their fees online through the [Student Service Centre](#). All graduate students are responsible for keeping up-to-date in paying tuition and student fees until the completion of their program. Students who have an outstanding balance due on their fee account will encounter difficulties:

- interest accrues on outstanding balances, adding to the amount owed
- students are placed on "financial hold", restricting the ability to register in courses
- a student cannot obtain official transcripts or a degree certificate with an outstanding fee balance

If you encounter financial difficulty during your studies, discuss this issue with your graduate supervisor and make an appointment at Student Financial Services as soon as possible.

Graduate Student Handbook

9/1/2016

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Graduate Tuition Fees

Tuition at UBC is one of the lowest in Canada and lower than most International universities.

There will also be various other UBC student levied fees added on to each tuition fee installment. See the UBC website at: <http://www.calendar.ubc.ca/vancouver/print.cfm?tree=14,267,784,0>

Tuition and fees **CAN NOT** be paid by credit card. Fees can be paid:

- By a transfer from your bank account.
- Through Internet or telephone banking at your bank.
- At any Canadian branch of the HSBC Bank (you don't have to be a client of the bank).
- At the Information Centre on the first floor of Brock Hall (cheque or debit card payments only).
- By dropping off a cheque made out to the University of British Columbia at the payment boxes in Brock Hall.

Visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,265,0,0#17924> for more information on fee payment options.

School Fees

In addition to UBC tuition and student fees, the School will expect a one-time fee of **\$475.00 (non-refundable, cash, money order or cheque payable to UBC)**, to be given to the Graduate Program Assistant, during the first week of classes. This amount includes:

| | |
|-----------------|-----------------------------------------------------------------------------------|
| \$ 10.00 | mandatory School ID clinical photograph badge (see below) |
| \$ 15.00 | student accident insurance (see page 24) |
| \$140.00 | use of the clinical tests, voice recorders and lab materials |
| \$ 28.00 | criminal record check fee (see page 24) |
| \$ 70.00 | 1000 copies (initial purchase of 200 photocopies and 800 printing copies @ \$.07) |
| \$ 20.00 | Friedman Building entrance access. Must have a UBC Student card (see page 23) |
| \$162.00 | mandatory Immunization consultation, update and processing (see page 24) |
| <u>\$ 30.00</u> | Mask fit test |

\$475.00 **TOTAL SCHOOL FEE**

UBC STUDENT CARD/LIBRARY CARD

This UBC issued card is your student identification and library card. The UBC Carding Office is at the UBC Bookstore. To obtain a card, you must be a registered UBC student and show a government issued photo ID.

The School will also issue you a laminated photo ID badge for use when you attend clinical sites for observations, patient testing and externships. This photo will be captured from the UBC site when you obtain your student ID card. It will be ready for you by the second week of classes in September. The Clinical Program Assistant will let you know when and where to pick it up.

U-PASS/COMPASS CARD

The U-Pass is a mandatory program for UBC students. Fees are \$39.50 per month and will be assessed with your UBC student fees. The U-Pass is an unlimited all-zone bus pass. The U-Pass is issued at the UBC Carding Office at the UBC Bookstore. You must have your UBC Card to pick up your U-Pass. Please be sure to visit this site www.upass.ubc.ca for any changes in the distribution to students of the U-Pass, and for more information on the new Compass Card for students.

PHOTOCOPYING/PRINTING

The photocopier is located in Room 311.

- To use the copier you will need your ID code assigned to you during Orientation.

- Instruction will be provided for individual or group sessions, if required.
- Photocopies are \$.07cents per page. As stated under School Fees, 200 copies have been programmed into your photocopy account and 800 copies are programmed into your printing account. For additional copies, a cheque (payable to UBC) or cash payment only, must be made to the Clinical Program Assistant Room 443. The photocopier/computer keeps a running tally of your copy totals. Watch your totals carefully so you do not run out over a weekend when the administrative office is closed.
- Overhead transparencies are available at the main office, Room 443, for \$.30 each. If you purchase your own transparencies outside the School, please ensure they are 3M brand PP2200. Otherwise, they will not work in our copier and could cause serious damage.
- Printing is also available from the School computers to the Xerox copier in Room 311. The cost for this printing is also \$.07 per copy.

ACCESS TO BUILDING AND STUDENT ROOMS

Your UBC Card is necessary for access to the Friedman Building, elevators and student areas after hours, weekends and holidays when the building is locked. There is a \$20.00 fee required to program access to your UBC Card, and this is part of your one-time School fee. Activation of your card will be done by the Systems Analyst in Room 453. This building access is good for the time you are in the School and will be deactivated once you leave.

If you lose your UBC Card, you will have to go to the Carding Office in the Bookstore to have it replaced. You will then need to bring the new card to the Systems Analyst Room 453 so he can reactivate your Friedman Building access.

PARKING

As a graduate student, you can apply in person for a faculty/staff parking permit at **Parking and Access Control** in the Bookstore. Phone: 604-822-6786. For requirements and rates go to www.parking.ubc.ca/faculty_staff.html. With a permit you can park in the Health Sciences Parkade, which is closest to our School building. If you do not have a permit, there is daily parking on the street, or at various parking lots around Campus.

MAIL

Student mail boxes are located in Room 322. The boxes are numbered and correspond to your name on the printed sheet located on the outside wall of the mailboxes. Please check your mail box regularly. Please keep the door to this room locked at all times.

INSURANCE

When you are participating in externships, it is mandatory to have accident insurance. For this reason, we have included the \$15.00 cost for accident insurance (\$7.00 per year, plus \$1.00 processing fee) in the School fees. You will automatically be insured, effective September 6, 2016, and a policy will be available in the School's Administrative files.

IMMUNIZATION

Proof of immunization is required for students to participate in externships at sites across Canada. To certify you have met this requirement, you will meet with UBC Student Health Services for consultations including possible tests and updating of your immunizations if necessary. There may be additional costs for inoculations not included in your School fees. The Clinical Coordinators will provide you with further details.

CRIMINAL RECORD CHECK

Criminal Record Checks are now required for all students since a number of externship sites require it. The Clinical Coordinators will provide you with an application form. The cost for the check is \$28.00 and is included in the School fees.

SECTION 3

FACILITY USE

EQUIPMENT AND SUPPLIES

Equipment needed for laboratory assignments must be used in the laboratory or seminar rooms. When special equipment is required for student projects, arrangements may be made with the faculty members responsible for the equipment. Students have access to tape recorders which can be checked-out for a limited amount of time from the Clinical Program Assistant. If a student needs access to School laptop computers and/or PowerPoint projectors, a faculty member must sign-out this equipment on the student's behalf.

FAX

The School does provide outgoing faxing services for students only if it is related to your program or externships. Please see the Administrative staff on the fourth floor to use this service.

LABORATORIES

The School currently maintains four dedicated teaching laboratories (Amplification, Physiological Measures, Audiology and Speech Sciences), and 10 research laboratories.

Instructional Resource Centre (IRC) Basement

Audiology Research Unit (B28)

Human Brain Research Lab
Middle-Ear Lab
Amplification Research Lab

Dr. Anthony Herdman
Dr. Navid Shahnaz
Dr. Lorienne Jenstad

Friedman Building

Child Language & Cognition Lab (Room 422)
Adult Language Processing & Disorders Lab (Room 404)
Child Phonology, Phonetics & Language
Acquisition Lab (Room 438)
Pediatric Audiology Lab (Room 432)
Living with Aphasia Lab (Room 408)
Auditory Perception and Speech Lab (Room 412)
Language Development & Bilingualism
Research Lab (Room 428)
Swallowing Sciences Lab (321)

Dr. Paola Colozzo
Dr. Jeff Small

Dr. May Bernhardt
Dr. Susan Small
Dr. Tami Howe
Dr. Valter Ciocca

Dr. Stefka Marinova-Todd
Dr. Stacey Skoretz

LOCKERS

There are lockers in the 3rd floor hallway, and these are available to you. You must provide your own lock, and ***please remember to remove it before you leave the School.*** Place your lock on an empty locker and let the Graduate Program Assistant, Room 443, know what number you chose.

LUNCH AREA

There is a coffee/lunch area available in the Student Lounge (Room 151). You are responsible for supplying your own coffee/tea, milk, sugar, etc., as well as cleaning up all areas, including any spills in the microwaves and fridges. Label any containers, bottles, etc., with your name before you store them in the fridges or cupboards. And, please remember to remove all containers from the fridges after each term, as they will be thrown out if left behind with mould growing inside.

STUDENT STUDY SPACE

Room 316 has been dedicated as student study/lounge space. Two computers have been set up for students to use for printing documents in Room 312. The Transcription/Analysis Lab (Room 323) houses 10 PC computers for student use on a first-come, first-serve basis.

SECRETARIAL SERVICES

Office staff members have been hired for work relating to School business. We are unable to provide typing, mailing or personal faxing services for students.

THE J.F. MCCREARY READING ROOM (LIBRARY) – ROOM 441

The Reading Room may be used by anyone on or off campus during office hours, 8:30 a.m.-4:30 p.m. Loan privileges are normally restricted to members of the School of Audiology and Speech Sciences. However, under special circumstances, faculty and students from other departments may borrow books after checking with the Graduate Program Assistant, or the Clinical Program Assistant in Room 443.

General Loan Policy

Nonreserve books and nonreserve reprints can be borrowed for two weeks. Video tapes, tests and special equipment can be borrowed for two days. Any book with "R" on its spine or any book from the "Reserve Book Shelf" does not circulate and must be used on the premises. Please return these books to their proper places when you are finished.

Books

Catalogue: Please refer to our on line library system at www.audiospeech.ubc.ca
To borrow: Remove card from back of book, write your name and the date borrowed, then file in check-out file box on the back counter in Room 441.
Loan period: **School members:** two weeks, but subject to recall after one week.
Others: use on premises only.

Journals

Located: In the bank of filing cabinets in the middle of the room.
Catalogue: Please refer to our on line library system through our website
To borrow: Journals cannot be borrowed.

Clinical Materials (tests, etc.)

Located: In locked cabinets in the Library Room 441.
Catalogue: See the Clinical Program Assistant in Room 443 for access to materials.
Be sure to sign out your material in the binder at this desk.
To borrow: Fill out borrowing sheet in the sign-out binder with your name and date.
To return: cross off your name from the sign-out sheet, and return the test to the appropriate cabinets.
Loan period: These materials can only be borrowed for two days by School members only.

SECURITY

We are not able to monitor access to the School during working hours. In order to minimize the risk of theft, NEVER leave your personal belongings unattended. If you are working in a lab or student area, please secure your articles in a drawer or cupboard so they are out of sight of potential thieves. A student-run escort service AMS Safewalk (604-822-5355), is available if you are working at night and would like someone to accompany you to a bus stop or to some other campus location. Remember to close and lock the doors of the laboratories, study rooms, and the Reading Room (Room 441) if you are the last person to leave.

SECTION 4

DIRECTORIES

FACULTY AND STAFF

Professors

May **Bernhardt**, PhD. Audiology and Speech Sciences, University of British Columbia
Instructor: Developmental phonology and disorders.

Valter **Ciocca**, PhD., Psychology, McGill University
Instructor: Auditory scene analysis; auditory grouping of speech & non-speech sounds; perception and production of normal & disordered speech.

Associate Professors

Paola **Colozzo**, PhD., Audiology and Speech Sciences, University of British Columbia.
Instructor: Development language disorders; language and cognition, discourse; assessment and intervention for children with diverse linguistic and cultural backgrounds.

Anthony T. **Herdman**, PhD., Audiology and Speech Sciences, University of British Columbia.
Instructor: Hearing and vision sciences, developmental neuroimaging (EEG and MEG), and functional network communication.

Lorienne M. **Jenstad**, PhD., Speech and Hearing Sciences (Audiology),
University of Washington (Seattle)
Instructor: Audiology, amplification, hearing and aging.

Stefka H. **Marinova-Todd**, EdD. Human Development and Psychology, Harvard University
Instructor: language and literacy development of at-risk children for learning difficulties; bilingual language development and assessment; second language acquisition.

Navid **Shahnaz**, PhD., Communication Sciences & Disorders, McGill University
Instructor: Audiology, middle ear and middle-ear analysis, otitis media

Jeff A. **Small**, PhD., Applied Linguistics, University of Southern California
Instructor: Acquired language disorders; language processing; language and aging.

Susan A. **Small**, PhD., Audiology and Speech Sciences, University of British Columbia
Instructor: Pediatric audiology

Assistant Professors

Tami **Howe**, PhD., Speech Language Pathology, University of Queensland, Australia
Instructor: acquired language disorders, curriculum development.

Stacey **Skoretz**, PhD., Speech-Language Pathology, University of Toronto.
Instructor: evidence-based practice in the field of swallowing and its disorders

Clinical Coordinators and Instructors

Lisa **Avery**, MSc RSLP, Speech Language Pathology, University of Toronto
Fluency and stuttering; clinical education.

Sasha **Brown**, MSc RAUD, Audiology and Speech Sciences, University of British Columbia.
Diagnostic audiology; clinical education.

Marcia **Choi**, MSc RSLP, Speech Language Pathology, University of British Columbia
Interprofessionalism: clinical education

Darlene **Hicks**, MSc RAUD, Audiology and Speech Sciences, University of British Columbia
Pediatric audiology; clinical education

Glenda **Mason**, PhD RSLP SLP(C), Audiology and Speech Sciences, University of British Columbia
Developmental communication disorders,

Eavan **Sinden**, MSc. University of Edinburgh
Aphasia; clinician education.

Sandy **Taylor**, MSc RSLP, Audiology and Speech Sciences, University of British Columbia
Early language development and disorders; clinical education.

Research Associate

Linda **Rammage**, PhD. Speech Language Pathology, University of Wisconsin-Madison
Voice science and voice pathology

Emeritus Faculty

Sharon **Adelman**, MSc. RAUD, Audiology and Speech Sciences, University of British Columbia.
Diagnostic audiology; clinical education

John **Gilbert**, PhD. Professor Emeritus: Speech perception, brain and language, acquisition of phonetic aspects of language; interprofessional education.

Donald **Greenwood**, PhD., Professor Emeritus: Hearing science.

Carolyn **Johnson**, PhD. Honorary Assistant Professor Emeritus: Child language; discourse/pragmatics; language acquisition and blindness.

Judith **Johnston**, PhD. Professor Emeritus: Child language; lexical semantics; language and cognition; developmental language disorders; cultural aspects of early intervention.

Noelle **Lamb**, MSc. Senior Instructor Emeritus: Adult aural rehabilitation; clinical education.

Elizabeth **MacLeod**, MSc. Senior Instructor Emeritus: Clinical education; acquired language disorders.

Barbara **Purves**, PhD, Professor Emeritus: Acquired language disorders; fluency.

David R. **Stapells**, PhD., Professor Emeritus: Hearing science, event-related potentials, electrophysiological assessment, infant hearing screening and assessment.

The School faculty also includes 469 Clinical Faculty members, listed in the University Calendar.

Graduate Student Handbook

9/1/2016

- 28 -

Faculty and Staff E-mail/Phone List (Alphabetical)

| | | | |
|----------------------------------------------------|--------------------------------------------------------|-----------|------------------------------------------------------------------------------------|
| Lisa Avery | Senior Instructor and Clinical Coordinator | Room 437 | 604-822-4533 lisa.avery@audiospeech.ubc.ca |
| Jamie Baudru | Clinical Program Assistant | Room 443 | 604-827-4500 jamie.baudru@audiospeech.ubc.ca |
| May Bernhardt | Professor | Room 439 | 604-822-2319 may.bernhardt@audiospeech.ubc.ca |
| Sasha Brown | Instructor & Clinical Educator | Room 435 | 604-822-5777 sasha.brown@ubc.ca |
| Sue Bryant | Graduate Program Assistant | Room 443 | 604-827-5920 sue@audiospeech.ubc.ca |
| Aaron Buckley | Computer Systems Specialist | Room 453 | 604-822-3422 aaron.buckley@audiospeech.ubc.ca |
| Marcia Choi | Interprofessionalism | Room 420D | 604-822-3318 marciac@audiospeech.ubc.ca |
| Valter Ciocca | Professor and Director | Room 455 | 604-822-5795 director@audiospeech.ubc.ca |
| Paola Colozzo | Associate Professor | Room 423 | 604-822-0659 paola.colozzo@audiospeech.ubc.ca |
| Tony Herdman | Associate Professor | Room 425 | 604-827-4853 aherdman@audiospeech.ubc.ca |
| Darlene Hicks | Clinical Assistant Professor and Clinical Coordinator | Room 401 | 604-827-4485 darlene.hicks@vch.ca |
| Tami Howe | Assistant Professor | Room 405 | 604-822-2288 thowe@audiospeech.ubc.ca |
| Lorienne Jenstad | Associate Professor | Room 429 | 604-822-4716 ljenstad@audiospeech.ubc.ca |
| Stefka Marinova-Todd (on leave until July 2017) | Associate Professor | Room 427 | 604-822-0276 stefka@audiospeech.ubc.ca |
| Glenda Mason | Instructor (SLP) Developmental Communication Disorders | Room 411 | 604-822-3390 gkellmas@audiospeech.ubc.ca |
| Clint Meyers | Manager, Administration | Room 454 | 604-822-5590 clint.meyers@audiospeech.ubc.ca |
| Marie Nightbird | Aboriginal Student Community Learning Coordinator | Room 420C | marie.nightbird@ubc.ca 604-910-1687 |
| Navid Shahnaz | Associate Professor | Room 431 | 604-822-5953 shahnaz@audiospeech.ubc.ca |

| | | | |
|----------------|----------------------------------------------------------|----------|------------------------------------------------------|
| Eavan Sinden | Instructor (SLP) | Room 411 | 604-822-3390 esinden@audiospeech.ubc.ca |
| Stacey Skoretz | Assistant Professor | Room 421 | 604-822-5579 sskoretz@audiospeech.ubc.ca |
| Jeff Small | Associate Professor | Room 403 | 604-822-5798 jeffs@audiospeech.ubc.ca |
| Susan Small | Associate Professor | Room 433 | 604-822-5696 ssmall@audiospeech.ubc.ca |
| Sandra Taylor | Clinical Associate Professor and Clinical Coordinator | Room 401 | 604-827-4485 taylor@audiospeech.ubc.ca |
| Winnie Wong | Assistant to the Director | Room 456 | 604-822-5795 director.assistant@audiospech.ubc.ca |
| Tiffany Zang | Office Assistant | Room 443 | 604-827-5920 office.assistant@audiospeech.ubc.ca |

UBC FACULTY OF GRADUATE STUDIES

170-6371 Crescent Road
Vancouver, BC V6T 1Z2
Phone: 604-822-2848
Office Hours: Mon. - Fri., 8:30am to 4:00pm
<http://www.grad.ubc.ca>

GRADUATE STUDENT SOCIETY OF UBC

225-6371 Crescent Road
Vancouver, BC, V6T 1Z2
Phone: 604-822-3203
<http://gss.ubc.ca/main/>
Office Hours: Mon-Fri 9:00am-4:00

UBC COUNSELLING SERVICES

1040 Brock Hall-1874 East Mall
Vancouver, BC V6T 1Z1
Phone: 604-822-3811
Emergency Hours: 604-822-3811
<http://www.students.ubc.ca/counselling/emergencies.cfm>

Provides a wide range of counselling services at no charge by psychologists, professional counsellors, pre-doctoral interns, and Master's-level counsellor trainees for admitted and registered UBC students. First appointments can be made in person, by phone, or by dropping in. Drop-in sessions are first come first served.

Crisis Counselling and Suicide Prevention
24-hour crisis lines

- BC-wide: 1-800-SUICIDE (1-800-784-2433)
- Greater Vancouver: 604-872-3311

Emergency, Vancouver General Hospital
920 West 10th Avenue, Vancouver
604-875-4995 (24 hours)
Also offers 24-hour sexual assault team

UBC CAREER SERVICES

1896 East Mall
Vancouver, BC V6T 1Z1
604-822-4011

www.careers.ubc.ca
career.services@ubc.ca

Career Services assists students in developing their career and job search skills. Individual cover letter, resume and career consultations are available by appointment. Visit the website for on-line job posting board and much more!

AMS STUDENT SERVICES

www.ams.ubc.ca

AMS Advocacy
604-822-9855

AMS Employment
604-822-1207

AMS Ombudsperson
604-822-4846

AMS Mini-School
604-822-9342

AMS Rentsline.com
1-800-411-9521
www.amsrentsline.com

AMS Safewalk
604-822-5355

Sexual Assault Support Center
604-827-5180

AMS Speakeasy
604-822-3777

AMS Volunteer Connections
604-822-9268

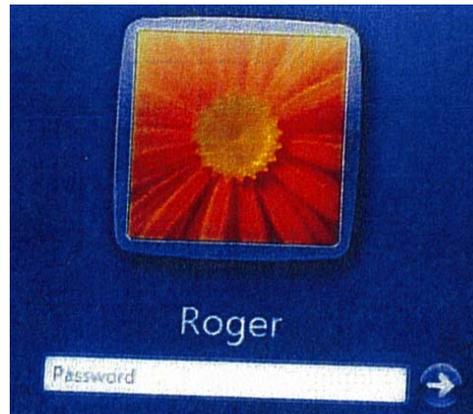
Using the School Network Computers

1. Logging in

Press **Ctrl-Alt-Delete** to bring up the login screen. (*Note: If someone left without logging out, please log that user out first.*)

At the login menu, type in your **network login name**. Type the FULL text of your network login name. Then type in your **password**. Name and password and password are CASE SENSITIVE.

If you have tried more than 5 times to login, your account will be locked out. You can retry again after 30 minutes or contact Neumann Lim, the school network admin if the problem persists.



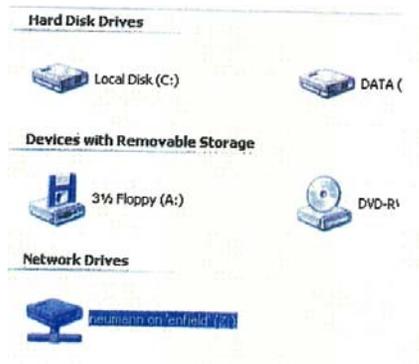
2. Logging out

Close all programs, press **Ctrl-Alt-Delete**, choose **Log Off**. Remember to logoff! If you do not logoff, anyone can gain access to your account. DO NOT turn off the computer as others might want to use it.

3. Storing Your Files

Each student has a network storage drive "**Z:**". You can save your files here and only you can access your files. Files saved to the desktop or under "**My documents**" may be lost when we clean or maintain the computers.

To view your network storage drive, go to "**Start**", "**My Computer**"
You have a total of 3.5 GB of storage space.



To save a document to your “Z:\” drive, follow the steps below:

STEP 1: Click on “File”, from the drop down menu, choose “Save As...”

STEP 2: Choose the “Z:\” drive as the destination, type file name, choose file type, and click on “Save”

4. Word Processing

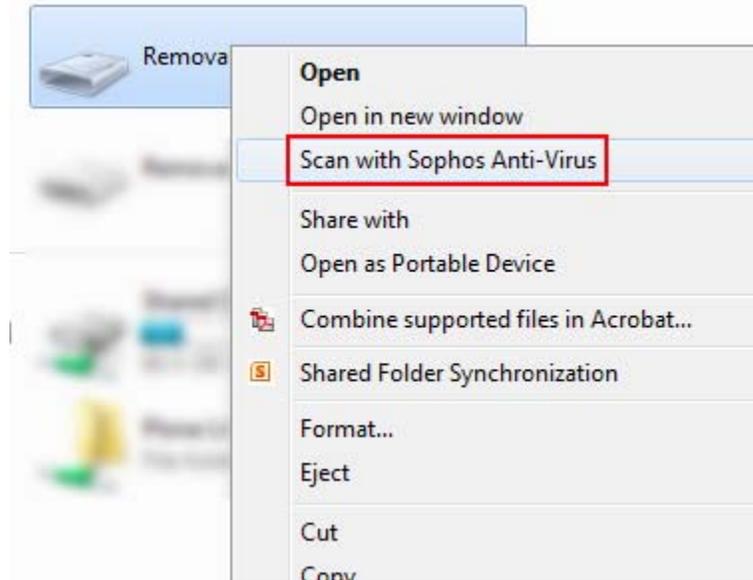
The school has the newest version of Microsoft Office for word processing. Microsoft Office is installed on all school computers. It is capable of saving to .doc, .docx and .pdf.

NOTE: Microsoft Office .docx / .pptx / .xlsx files cannot be opened on older versions of Office unless a converter is installed. The school computers have this already installed but to be on the safe side, it is recommended to save your files as .doc / .ppt / .xls.

5. Using a USB Memory Stick

All school computers have a USB port for USB Flash Drives or other USB devices. If the USB port is not at the front of the computer, we have USB extension cables which can bring the USB port to the desk beside the monitor.

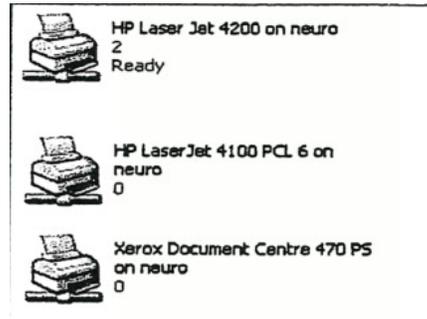
Make sure that your USB devices are Virus Free before using them at the school. To do that, plug your USB device into the USB port, go to “My Computer”, right click on the device icon, choose “Scan with Sophos Anti-virus”:



I. Print to Network Printers

1. Network Printers

Once you are logged in, go to “Start”, then “Printer and Faxes”, you will see 3 network printers available: HP Laser Jet 4200 and Brother Colour 9125CN is in Room 323. Xerox WorkCentre 5855 is located in the Grad Copy Room 311.

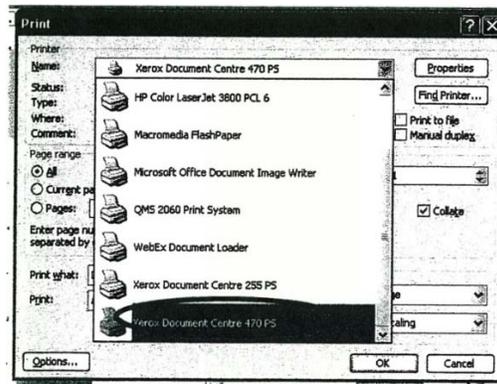


2. How to Print:

Please recycle used printer paper and try to use the reverse side of the paper to print unimportant items.

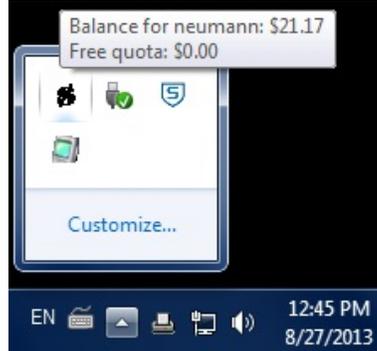
STEP 1: When you want to print, go to “File”, “Print”

STEP 2: Choose the printer you prefer from the dropdown list:



STEP 3: Click on “OK”, you will see a printer confirmation message window pop up.

STEP 4: To check how much money you have left on your account, place the mouse over the \$ icon on the bottom of the screen. Your account balance will be displayed.



NOTE: When your account balance reaches less than \$0.14 or the printing job you are trying to print needs more than what is left in your account, you will NOT be able to print. Contact Jamie Baudru or Sue Bryant to recharge your account. You have a starting total of \$56 in your print account and the equivalent of \$14 on the Xerox copier(which is displayed as '200 copies')

3. Photocopy Machine

Xerox 5855 in the Grad Copy Room 311 is also a photocopier. You will be asked for the **Copier Code** in order to use the photocopier. Contact Jacquie Bailey or Sue Bryant if you have an issues related to the photocopier or if you need to pay for additional copies to recharge your account.

4. Course Websites

Our school Website address is: <http://www.audiospeech.ubc.ca>
Course Content is distributed via UBC Connect at <https://connect.ubc.ca/> . You can log into Connect using your UBC CWL and password.

5. EMAIL

Each student has a free email account with UBC. Please update the School if you make any changes to your email account. We will have email lists for your convenience in sending correspondence to your class. You will be notified when the lists are set-up. For more information on getting your UBC email, please visit <https://id.ubc.ca/>

6. Wireless Network Access

UBC provides free wireless access on campus and other partner sites, such as VGH, Robson Square, etc. For information on setting up and troubleshooting wireless access, visit <http://it.ubc.ca/services/email-voice-internet/setup-secure-wireless-access-ubcsecure>

Working Together to Prevent Bullying and Harassment

At UBC, we strive to provide a safe, respectful and productive work environment for our faculty, staff and student employees. The [Respectful Environment Statement](#) sets out the expectations of everyone who is a member of the UBC community in this regard.

Bullying or harassment are behaviours that prevent us from the kind of respectful and productive environment envisioned in the [Respectful Environment Statement](#). **Bullying or harassment are not acceptable and will not be tolerated at UBC.**

This website provides information for UBC faculty, staff and student employees on how to prevent bullying and harassment in the workplace; how to handle and report bullying and harassment; and how to support a respectful environment in the workplace.

Please note that the Respectful Environment Statement is currently being revised to include more specific language related to bullying and harassment.

Defining Bullying & Harassment

Bullying or harassment is objectionable and unwanted behaviour that is verbally or physically abusive, vexatious or hostile, that is without reasonable justification, and that creates a hostile or intimidating environment for working, learning or living.

Harassment can also be discriminatory in nature (e.g. harassment is based on someone's race or gender or religion). At UBC we distinguish discriminatory harassment from bullying or harassment that is not discriminatory based on the protected grounds in the [BC Human Rights Code](#). If you feel you have been discriminated against, it is important for you to raise your concerns as soon as possible. [Policy #3](#) sets out a process for dealing with such harassment and you are encouraged to bring this forward to your immediate supervisor or the administrative head of your unit as soon as possible. You can also speak to your human resources advisor or your union or association representative.

Information for Faculty, Staff & Student Employees

If you feel you have been bullied or harassed at work, it is important to report the offending behavior as outlined in the following section. If the behaviour is of a discriminatory nature, related to one of the 13 protected grounds under Human Rights legislation, please contact the [Equity & Inclusion office](#).

Reporting Procedure

If you are a faculty or staff member (including students who are employed by the University):

- If you feel comfortable doing so, calmly approach the alleged harasser and inform them that their behaviour is offensive and unwelcome, contrary to University policy, and insist that they stop immediately.

If you are not comfortable approaching the alleged bully or if the unwelcome behavior continues:

- Contact your immediate supervisor or the administrative head of your unit for support.

If the employer or supervisor is the alleged harasser:

- Contact your administrative head of unit, Union/Association representative, or your Human Resources Advisor for the Vancouver campus and the Director of HR for the Okanagan campus.

If you observe one of your co-workers being bullied and harassed at work:

- Report what you have observed to your immediate supervisor or the administrative head of your unit.
- If your employer or supervisor is the alleged harasser, then report to your administrative head of unit, Union/Association representative or Human Resources Advisor for the Vancouver campus and the Director of HR for the Okanagan campus.

Note: It is good practice to keep a journal of each incident, noting the time, date, location, and a brief description. Try and be as accurate as possible. Also, be sure to note the names of those who directly observed each incident.

SASS Earthquake Information Guide:

What does a major earthquake feel like?

Major earthquakes can last several minutes. The ground or floor will move violently. There will be shaking followed by a rolling motion, much like being at sea. You might see swaying buildings and hear a roaring sound. You may feel dizzy and be unable to walk. Unsecured objects could fall or slide across the floor.

What to do during an earthquake if you are indoors:

During the shaking

- DROP, COVER AND HOLD ON.
- Stay inside. Stay away from windows, shelves and heavy objects which may fall.
- DROP under heavy furniture such as a table, desk or any solid furniture.
- COVER your head and torso to prevent being hit by falling objects.
- HOLD ON to the object that you are under so that you remain covered and face away from the windows. Be prepared to move with the object until the shaking has finished.
- If you can't get under something strong, or if you are in a hallway, crouch against an interior wall and protect your head and neck with your arms.

After the shaking stops

- Count to 60 to allow debris to finish falling after the shaking stops.
- Assess your immediate surroundings for dangers.
- Proceed with evacuating the building.

Upon exiting the building, proceed directly to the designated assembly area.

Proceed to the designated Area of Refuge if you have difficulty negotiating the stairs or if you need assistance in evacuating.

- If an aftershock occurs during evacuation and you are still inside the building, repeat DROP, COVER, AND HOLD procedure before resuming evacuation.

What to do during an earthquake if you are outdoors:

During the shaking

- Stay outside.
- Go to an open area away from buildings. The most dangerous place is near exterior walls.
- Stay away from lamp posts, trees, overhead power lines and heavy overhead objects that may fall on you.
- If you are in a crowded area, take cover where you won't be trampled.

After the shaking stops

- Count to 60 to allow debris to finish falling after the shaking stops.

- Assess your immediate surroundings for dangers (e.g. fallen wires).
- Proceed directly to the designated assembly area.

If you are in a moving vehicle

- Pull over to a safe place where you are not blocking the road.
- Avoid bridges, overpasses, underpasses, buildings or anything that could collapse.
- Stop the car and stay inside.
- If you are on a bus, stay in your seat until the bus stops. Sit in a crouched position and protect your head from falling debris.

What to do during an earthquake if you use a wheelchair:

- If you are able, seek shelter under a sturdy table or desk. Stay away from outer walls, windows and hanging objects.
- Try to get into an inside corner of the room (or an open area if you are outside), lock the wheels and cover your head with your arms.

APPENDIX A – PROPOSED CHANGES TO FINAL GRADUATING REQUIREMENTS

FINAL GRADUATING REQUIREMENTS AND OPTIONAL RESEARCH-BASED COURSEWORK

The School of Audiology and Speech Sciences offers several different options for meeting the final graduating requirement. For Audiology students, these graduating requirements include: Thesis (AUDI 549, 6 credits); or a Comprehensive Examination (0 credits; open to Audiology students only). Speech-Language Pathology students do not have final graduating requirements, but can ELECT to complete optional research-based coursework which can include either an MSc thesis, a research project or an essay. Audiology and Speech-Language Pathology students who wish to do a thesis, and Speech-Language Pathology students who wish to do either a research project, or graduating essay can do so only if there is a faculty member with the appropriate research interests and expertise who agrees to supervise them.

Descriptions and criteria for each of the four options are given below, followed by timelines that must be met in selecting any one of these options. Grading for the final graduating requirement or the optional research-based coursework, irrespective of format, is on a pass/fail basis.

5) Thesis (AUDI 549; Audiology and SLP)

A thesis is a substantial piece of scholarly writing that reflects the writer's ability to:

- design and conduct primary research
- interpret and communicate research findings
- critically analyze the literature
- link the topic of the thesis with broader fields of inquiry

A Master's thesis must demonstrate that the student knows the background and principal works of the research area, and can produce significant scholarly work. The ideal thesis is one that leads to a paper publishable in a reputable journal.

<http://www.grad.ubc.ca/students/supervision/index.asp?menu=006,000,000,000>

The decision about whether to “do a thesis” is influenced by a number of factors, including the student's desire to learn research skills from an experienced investigator, to answer particular research questions, to tackle a challenging new task, to incorporate research into their clinical work, and/or to explore future career options. In making their decision, students should speak with their advisor and/or School faculty members who have expertise on a topic of interest to them, as well as with other students who are currently (or were recently) engaged in a thesis project.

Even though the data-based phases of a thesis project tend to occur towards the end of the MSc program, thesis research requires considerable planning and recurrent attention throughout the student's years at the School. Important early decisions include the possible preparation of a Tri-Council grant application (see Scholarships and Awards section in the Student Handbook), identifying a topic area, finding an appropriate supervisor, and forming a committee. The School is committed to providing MSc thesis opportunities as one way of providing training in basic and/or clinical research in the area of human communication. Given the small size of the School's faculty and the distribution of research interests and expertise, however, we cannot guarantee that all prospective thesis writers will be able to pursue their initial topics of interest.

The Faculty of Graduate and Postdoctoral Studies “Handbook of Graduate Supervision” provides information, guidelines, and requirements on both the content (e.g., choosing a topic for study) and process (e.g., finding and working with a supervisor) of completing a thesis. (<http://www.grad.ubc.ca/students/supervision/index.asp?menu=000,000,000,000>). In addition, the School has a document entitled “SASS MSc Thesis Research Process” which outlines the general procedure and timeline for completing a thesis (available as Appendix A of this Handbook).

6) Comprehensive Examination (Audiology students only)

The comprehensive examination will consist of a series of case-based questions to be answered, in writing, over the course of one to two days.

7) Research Project (AUDI 548; SLP students only)

The research project is similar to a thesis in that it focuses on research skills, is designed to answer particular research questions, and allows the student to tackle a challenging new task and/or to incorporate research into their clinical work. It differs from a thesis in that it does not require a final written product that will be submitted to the Faculty of Graduate and Postdoctoral Studies, nor does it require a supervisory committee or an oral defense. However, a project does require a written paper that could either be submitted for publication or that could serve as the basis for a professional or academic conference presentation or School colloquium. A project also requires a written proposal or project description in addition to the final product. Although a project is smaller in scope than a thesis, it is nevertheless expected to conform to the same standards of scholarly research.

8) Graduating Essay (AUDI 548; SLP students only)

The objective of the essay is to formulate a research question that is relevant to our discipline, and to find an answer by searching the literature for evidence. Typically, these take the format of a case-inspired literature review, which may be an evidence-based paper, or a paper on a more theoretical topic that the case inspires. Because students must identify a faculty member who is willing to supervise the essay, it is important to discuss potential topics with a faculty member whose research and/or teaching interests are closely tied to the general topic area. Essays, which must use APA format with full references, typically include:

- An introduction (3-4 pages) describing the case and the issues that the case raises,
- A critical analysis of relevant literature, usually about 15-20 pages on the topic,
- A discussion (1-2 pages) concerning clinical and research implications.

Timelines for Graduating Requirements and Optional Research-Based Coursework

Students are strongly encouraged to think about these options as early as possible during their first year in the program. Students who are interested in doing a thesis, a research project, or a graduating essay are strongly advised to:

1. explore the literature on topics of interest and consult potential supervisors **by the end of August in the 1st year of the program**;
2. decide which of the three options they are considering, generate a general statement of topic area, and identify a supervisor **by the end of the third week of September in the 2nd year of the program**;
3. secure a supervisor, and work with that supervisor to develop specific goals and timelines for their project **by the middle of October**.

Students who have not completed these steps (securing a supervisor, developing specific goals and timelines for their project) by the last day of classes of Term 1 of Year 2 will have no option but to write the comprehensive exam (Audiology students) or graduate without completing optional research-based coursework.

Timing of the comprehensive examination will be as follows: For Audiology students, the examination will be scheduled for **late April**, following their final externship.

The School of Audiology and Speech Sciences (SASS) M.Sc. Thesis Research Process (Appendix B)

- 1. Identify a topic area.
- 2. Discuss your topic and ideas with a SASS faculty member(s) who seems to have research interests/expertise in this area.
- 3. Seek the agreement of a tenure-line Assistant, Associate or Full Professor in the SASS to be your Supervisor (and Chair of the Supervisory Committee). Student and Supervisor are to discuss and, if agreeable, sign a Student-Supervisor Agreement Form.
- 4. Discuss with your Supervisor other prospective Supervisory Committee Members (minimum 2, in addition to your Supervisor/Chair). At least 2 of your Supervisory Committee (including your Supervisor) must be members of the UBC Faculty of Graduate and Postdoctoral Studies (G+PS). Typically, but not always, these 2 G+PS members are also faculty in the SASS. Possible committee members who are not G+PS members include: instructors, clinical faculty, professors emeriti, honorary faculty, or adjunct faculty. Off campus professionals (who are not UBC faculty) as well as faculty members from other universities may also serve on the committee. However, in these cases, request for approval of these members must be submitted to the Graduate Advisor along with a copy of the individual's curriculum vitae.
- 5. With guidance from your Supervisor, develop your topic into a thesis research study (e.g., research questions, design), culminating in a Thesis Proposal (see Thesis Proposal Guidelines document).
- 6. Submit your Thesis Proposal to Supervisory Committee Members for comments and feedback after your Supervisor deems it ready to be reviewed by your committee.
- 7. In consultation with your Supervisor, schedule a Supervisory Committee Meeting to discuss the Thesis Proposal.
- 8. Your Thesis Proposal must be approved by your Supervisory Committee. Depending on recommendations of the Supervisory Committee, you may be asked to modify your proposal, after which the Supervisor and/or Committee will provide additional feedback and/or approval. From this point forward, Supervisory Committee members should be consulted whenever their expertise may contribute to the study implementation (e.g., design, data analysis and interpretation) as well as whenever there are substantive departures from the procedures outlined in the Thesis Proposal.
- 9. Once your proposal is approved, it is important to work with your Supervisor in developing a thesis plan, which will include a proposed timeline for critical target deadlines (e.g., data collection start/completion; drafts of thesis chapters, whether traditional or manuscript; thesis completion) and a schedule of meetings with the Supervisor, and with the Supervisory Committee (minimum once a year for Committee meetings). This plan will be reviewed annually by the Graduate Advisor in accordance with G+PS policy on annual review of student progress.
- 10. If appropriate, complete and submit an application for conducting research with human subjects to the relevant UBC research ethics board (behavioural or clinical).
- 11. Once ethics approval has been obtained, you may proceed with data collection (assuming your study protocol is ready to go).

- 12. Your Supervisor will continue to provide guidance, advice, and feedback during the data collection, analysis, interpretation and writing stages of your study.
- 13. Typically, when writing up your thesis, you work primarily with your supervisor, submitting drafts of your thesis chapters to your Supervisor as each is completed. (In some cases, drafts of chapters may go to your committee – this must be worked out with your Supervisor and committee in advance). You should expect approximately two weeks turnaround for receiving feedback on each draft. Except in the case of holidays or emergencies, turnaround time should not exceed three weeks.
- 14. Typically, several drafts of your complete thesis will be required before your Supervisor deems it ready to be reviewed by your committee. Your committee may request additional revisions at this point. You should again expect two weeks turnaround for receiving feedback from the committee on each draft.
- 15. Once your Supervisory Committee have agreed that your thesis has met the criteria for a thesis defense, you will work with your Supervisory Committee to schedule a thesis defense. Normally your Supervisor communicates with other members of the committee to determine a suitable date and time.
- 16. The thesis defense is a culminating event that is open to the public. Normally, the defense is scheduled for a 2-hour time slot at a time and date which allows for on-campus and off-campus faculty and professionals, as well as SASS students to be able to attend, and does not include weekends. Advance notice/posting of the defense by the Supervisor of at least one week (preferably 2 weeks) should be given.
- 17. You should work with your supervisor to prepare a 20-30 minute summary presentation of your research study. Usually this involves one or two meetings, including a practice presentation.
- 18. Your summary presentation (which must not exceed 30 minutes) will be followed by questions from the Supervisory Committee, and afterwards, from the audience. Once questioning is completed, you and the audience will be asked to leave the room and the Supervisory Committee will deliberate regarding your performance during the defense, and more importantly, regarding what, if any, revisions you will be asked to make before your thesis is approved by the Supervisory Committee.
- 19. You should plan your schedule to allow time for you to work on revisions and to have your supervisor (and in some cases, the committee) review and, if appropriate, approve the revisions. As noted above, you should allow 2 weeks for your supervisor/committee to review your revision. You should also allow time required for the final formatting and submission of your thesis to G+PS.
- 20. You are responsible for bringing the Master's Thesis Approval Form (available on G+PS website) to the defense, as well as completing all procedures required by G+PS for thesis completion. (<http://www.grad.ubc.ca/current-students/dissertation-thesis-preparation>)
- 21. Ensure that you have completed all degree requirements by consulting the SASS Graduate Student Handbook, and with the SASS's Graduate Program Assistant and your Supervisor. The Graduate Advisor will sign off that you have completed all degree requirements when he/she receives **written** confirmation from the Graduate Program Assistant (GPA), your Supervisor (S), and G+PS that (i) you completed all course work and externships (GPA); (ii) you paid all funds owing to the SASS (including any remaining copy charges) (GPA), (iii) your thesis was approved by G+PS, (iv) your Supervisor has the original versions of all thesis data and study documentation (e.g., consent forms, electronic data, etc.) (S) and finally, (v) your Supervisor issued a "P" grade for your thesis (S).

Refer to "Graduating Requirement Options" document for more information on the timing of the above steps.