

REQUEST FOR PROPOSAL (RFP) August 7, 2018	
TITLE	Academic Equivalency Framework (AEF) Manual – Centralization and Capacity-Building Project for Audiologists and Speech-Language Pathologists
SOLICITATION NUMBER	CAASPR – 007
SOLICITATION CLOSING DATE	<i>August 28, 2018 12:00pm CDT</i>
SEND PROPOSAL TO	Taras Luchak (Project Manager) E-Mail: tluchak@mymts.net *Please reference the Solicitation Number in the subject line of your email.

VENDOR/FIRM NAME:	
ADDRESS:	
TELEPHONE NO.:	
E-MAIL:	
FAX NO.:	
NAME AND TITLE OF PERSON AUTHORIZED TO SIGN ON BEHALF OF VENDOR/FIRM (PLEASE PRINT)	
SIGNATURE	DATE
<hr/> THE SIGNATURE INDICATES ACCEPTANCE OF THE TERMS AND CONDITIONS SET OUT HEREIN	<hr/>

COMPLETE, SIGN AND INCLUDE WITH YOUR TECHNICAL PROPOSAL

SECTION A

BIDDER INSTRUCTIONS, INFORMATION AND CONDITIONS

This request for proposal (RFP) is issued by the Canadian Alliance of Audiology and Speech-Language Pathology Regulators (CAASPR).

1. ACCEPTANCE OF TERMS AND CONDITIONS

The first page must be signed by the Bidder or by an authorized representative of the Bidder. The signature indicates that the Bidder agrees to be bound by the instructions, information and conditions in their entirety as they appear in this RFP. No other terms and conditions included in the Bidder's proposal will be applicable to the resulting contract notwithstanding the fact that the Bidder's proposal may become part of the resulting contract.

In the event of a proposal submitted by a joint venture, the proposal shall either be signed by all members of the joint venture or a statement shall be provided to the effect that the signatory represents all parties of the joint venture.

2. ENQUIRIES REGARDING THE BID SOLICITATION

To ensure the integrity of the competitive bid process, enquiries and other communication regarding this procurement are to be directed **only** to the Contracting Authority in writing. Enquiries and other communication are not to be directed to any other official(s). Failure to comply with this condition during the solicitation period may (for that reason alone) result in the disqualification of the proposal.

Enquiries **MUST** be received **no later than seven (7) calendar days** prior to bid closing date to allow sufficient time to provide a response. Enquiries received after that time may not be answered prior to the bid closing date.

3. PROPOSAL COSTS

No payment shall be made for costs incurred in the preparation and submission of a proposal in response to this RFP.

No costs incurred before receipt of a signed contract or specified written authorization from the Contracting Authority can be charged to any resultant contract.

4. REVISIONS

After the RFP closing date, no revisions to the proposal or additional documentation will be accepted, unless requested by the Contracting Authority. During the evaluation, the Contracting Authority may, at their discretion, submit questions to Bidders to obtain clarifications.

5. RIGHTS OF CAASPR

CAASPR reserves the right to:

- a. reject any or all proposals received in response to this RFP;
- b. enter into negotiations with Bidders on any or all aspects of their proposal;
- c. accept any proposal in whole or in part without negotiations;
- d. cancel and/or reissue this RFP at any time;
- e. seek clarification and verify any or all information provided with respect to this RFP; and
- f. negotiate with the sole compliant Bidder to ensure best value to CAASPR.

6. APPLICABLE LAWS

Any resulting contract shall be interpreted and governed, and the relations between the Parties determined, by the laws in force in the Province of Ontario, Canada.

7. PRIVACY

- a. The Contractor shall maintain all information relevant to the project.
- b. All information shall be destroyed in accordance with any instructions issued by CAASPR.
- c. The Contractor shall notify CAASPR immediately after they become aware that a breach of any provision of this contract governing the protection of personal information has occurred.
- d. Any intentional breach by the Contractor of any provision of this contract governing the protection of personal information constitutes a fundamental breach of contract such that the contract may be terminated by CAASPR.

SECTION B

SUBMISSION AND PREPARATION OF PROPOSALS

1. SUBMISSION OF PROPOSAL

When responding, the proposal **MUST** be delivered to the following email address, by the time and date indicated on the covering page of this RFP document:

E-MAIL : tluchak@mymts.net

Due to the nature of this solicitation, electronic transmission of a proposal by such means as facsimile or commercial telex is not considered to be practical and, therefore, will not be accepted.

The Bidder's name and return address, the solicitation number and the solicitation closing date and time should be clearly visible on documents containing the proposal. Proposals submitted in response to this RFP will not be returned. It is the Bidder's responsibility to ensure their proposal and all associated documents are received in full and on time. It is advised that Bidders send the proposal in advance of the closing time to ensure confirmation of receipt.

2. PREPARATION OF PROPOSALS

Bidders shall prepare a proposal on 8 ½ x 11 paper, addressing all the requirements of this RFP.

It is requested that the Bidders submit their proposal in three parts (A, B, and C).

Part A – Technical Proposal (**with no reference to price**): one soft copy - as referenced in Section F of this RFP

Part B – Financial Proposal: one soft copy – as referenced in section D of this RFP

Part C – Certification and Other Information: one soft copy – as referenced in section E of this RFP.

A – TECHNICAL PROPOSAL

The technical proposal should follow specific instructions as they are presented in Section F.

B – FINANCIAL PROPOSAL

ALL INFORMATION RELATED IN ANY WAY TO PRICE IS TO APPEAR ONLY IN THE FINANCIAL PROPOSAL.

Bidders are to submit their financial proposal in accordance with the following:

- a. For Canadian-based bidders, prices must be in Canadian funds with excise taxes as applicable included,
- b. For foreign-based bidders, prices and applicable taxes must be in Canadian funds
- c. The total estimated amount of GST or HST is to be shown separately, as applicable.

C - CERTIFICATIONS

Bidders are requested to sign and submit the attached certifications.

SECTION C

CONDITIONS PRECEDENT TO CONTRACT AWARD

In order to be considered for contract award, a bidder whose proposal is technically and financially responsive, must comply with the following conditions and must provide the necessary documentation to support compliance.

CONTRACT CAPACITY

The Bidder shall have the legal capacity to contract. If the Bidder is a sole proprietorship, a partnership or a corporate body, the Bidder shall provide a statement indicating the laws under which it is registered or incorporated together with the registered or corporate name and place of business. In the case of a joint venture, the names and addresses of each member of the joint venture must be provided and the bid must clearly state that it is submitted as a joint venture.

SECTION D

FINANCIAL PROPOSAL

1. **PROJECT TITLE:**
Academic Equivalency Framework (AEF) Manual – Centralization and Capacity-Building Project for Audiologists and Speech-Language Pathologists

2. **FINANCIAL CONTENT:**

The Undersigned hereby agrees to provide to CAASPR all expertise, materials and other things necessary to the satisfaction of CAASPR, for the work as described in the RFP.

3. **FINANCIAL PROPOSAL**

The financial proposal **MUST** be submitted **IN CANADIAN FUNDS**.

TOTAL PROJECT COST

TOTAL TENDERED PRICE CANADIAN FUNDS	
Total Tendered Price	\$
GST / HST / QST	\$
Total Tendered Price (GST / HST / QST included)	\$

4. **The maximum available budget is \$45,000 CAD (including all applicable taxes and expenses).**

Please provide any other financial information or detail relevant to the budget for the project.

5. METHOD OF PAYMENT

Payment shall be made within thirty (30) days following the date on which an invoice and substantiating documentation are received according to the terms of the contract. A payment schedule will be negotiated with the successful bidder as part of the contracting process.

6. INVOICING INSTRUCTIONS

Invoices shall be submitted monthly to the Chair of CAASPR or as otherwise directed by the Project Manager.

7. TRAVEL COSTS

Any travel required to complete the described work or present findings to key stakeholders will be authorized by CAASPR. Travel expenses will be reimbursed at cost as per CAASPR policies; which currently utilize the “National Joint Council” directive: <https://www.njc-cnm.gc.ca/directive/d10/en>

SECTION E

CERTIFICATIONS

Bidders are instructed to append all four certifications to proposals.

1- BIDDER CERTIFICATION

We hereby certify that all information provided herein is accurate. Furthermore we have satisfied ourselves that the personnel proposed by us for this requirement is capable of satisfactorily performing the requirement described herein. In addition, we certify that individuals proposed will be available until completion of the project. Also that the work specified herein can be met in a timely manner, and will be achieved within the time frame and budget allocated.

Signature of Authorized Representative

Date

2- VALIDITY PERIOD

The Undersigned agree(s) that this Proposal will remain firm for a period of 90 calendar days after the proposal closing date.

Signature of Authorized Representative

Date

3- EDUCATION AND EXPERIENCE

The Bidder hereby certifies that all the information provided in the résumés and supporting material submitted with its proposal, particularly as this information pertains to education achievements, experience and work history, has been verified by the Bidder to be true and accurate. Furthermore, the Bidder warrants that the individuals proposed by the Bidder for the requirement are capable of satisfactorily performing the Work described herein.

Should a verification by CAASPR disclose untrue statements, CAASPR shall have the right to declare the proposal non responsive and, pursuant to the default provisions of any resulting contract, terminate any such contract for default.

Signature of Authorized Representative

Date

4- STATUS AND AVAILABILITY OF RESOURCES

The Bidder certifies that, should it be requested to provide services under any contract resulting from this solicitation, the persons proposed in its proposal will be available to commence performance of the work as required by CAASPR and at the time specified within or agreed to with CAASPR.

If the Bidder has proposed any person in fulfillment of this requirement who is not an employee of the Bidder, the Bidder hereby certifies that it has the written permission from such person to propose his/her services in relation to the Work to be performed in fulfillment of this requirement and to submit such person's résumé to CAASPR.

Signature of Authorized Representative

Date

SECTION F

STATEMENT OF WORK/TERMS OF REFERENCE

1. ISSUER

This Request for Proposals is issued by the Canadian Alliance of Audiology and Speech-Language Pathology Regulators (CAASPR).

CAASPR is comprised of regulatory bodies that have been established and mandated by their provincial governments to regulate the practice of audiology and speech-language pathology and govern their members in their respective provinces. CAASPR's mandate is to address common regulatory issues on a national level to advance the practice and regulation of audiology and speech-language pathology in Canada. CAASPR facilitates the sharing of information and building of consensus on regulatory issues to assist member regulators in fulfilling their mandate of protecting the public interest. Member regulators include:

- Alberta College of Speech-Language Pathologists and Audiologists
- College of Audiologists and Speech-Language Pathologists of Ontario
- College of Speech and Hearing Health Professionals of British Columbia
- College of Audiologists and Speech-Language Pathologists of Manitoba
- New Brunswick Association of Speech-Language Pathologists and Audiologists
- Ordre des orthophonistes et audiologistes du Quebec
- Saskatchewan Association of Speech-Language Pathologists and Audiologists.
- The College of Audiologists and Speech-Language Pathologists Newfoundland and Labrador

2. OBJECTIVES

In October 2016, CAASPR was awarded funding from Employment and Social Development Canada (ESDC) to undertake a series of initiatives under the umbrella of the “Centralization and Capacity-Building Project for Audiologists and Speech-Language Pathologists”.

The overriding purpose of this omnibus project is to centralize functions related to the assessment of International Applicants (IA) under a single body (CAASPR) in an effort to better standardize outcomes. This also involves developing and refining certain tools to support the assessment process as well as establishing a high-stakes entry – to - practice assessment. A number of activities need to occur to effectively accept and process IA

applications in a centralized fashion. Note that all aspects of the centralization process described herein refer to both professions: audiology (AUD) and speech-language pathology (SLP). The outcome sought is a consistent approach to the licensing of internationally-trained applicants so as to enhance public protection. Key deliverables associated with the “Centralization” project” include:

- Updated professional competency profiles and performance indicators
- Development of competency-based national entry-to-practice examinations for audiology and for speech-language pathology
- Creation of a national, online portal for internationally educated applicants
- Development of a pre-arrival resource for internationally educated applicants
- Establishment of regulator-accepted language tests and benchmarks
- Development of a mentorship model
- Development of a business plan

A key component of this project is the update and refinement of the current Academic Equivalency Framework (AEF) and the development of a manual and other support tools for individuals who will serve as assessors.

The manual will be completed in both official languages (English and French). Translation of the manual into both languages is to be coordinated by the successful vendor and paid for separately by CAASPR.

3. TASKS/DELIVERABLES

The primary deliverables associated with this contract are as follows:

- 1) The review of the existing Academic Equivalency Framework (AEF);
- 2) Amendment of the existing AEF;
- 3) Preparation of a manual and support tools for use by the assessors.

The overall intention of this process is the delivery of a user manual which will apply assessment principles in a consistent and harmonized manner throughout the centralized application process.

The existing AEF sets out the minimum academic and clinical practice requirements of university training programs for both audiologists and speech-language pathologists. It is applied to both domestic (Canadian) and international programs.

The Contractor will be expected to interview a designated representative from each Canadian regulated jurisdiction to become familiar with current registration policies and

protocols, particularly as they relate to interpretation of the current AEF. The Contractor will also be expected to interview representatives of the following:

- 1) Selected sample of practitioners in unregulated Canadian jurisdictions;
- 2) Speech-Language & Audiology Canada (SAC) (professional advocacy association);
- 3) Canadian Universities offering AUD and SLP programs;
- 4) A representative sampling of international AUD and SLP programs;
- 5) Other stakeholders as may be identified by CAASPR during the course of the contract.

Interviews with provincial regulators will be critical as there are currently variances in the manner in which the existing AEF is interpreted between jurisdictions. A critical part of the contractor’s role will be to identify similarities and differences with the goal to facilitate a harmonization of standards.

The contractor will be expected to gain a familiarity with the principle of “substantial equivalency” in the registration process. One of the deliverables of this contract will be the identification by the contractor of the relationship between “substantial equivalency” and the AEF interpretation manual.

A key component of the deliverable will be the facilitation of an agreement amongst all Canadian jurisdictions on the revised AEF, and contents of the interpretation manual.

The existing AEF is attached as Appendix “A”.

The successful contractor will report to the Project Manager, or an individual designated by the Project Manager.

CAASPR welcomes recommendations regarding modifications to the process outlined above, provided that the integrity of the final deliverables is maintained and the contract cost is not exceeded.

4. TENTATIVE TIMING

The timing associated with the work described is summarized in the table below. Bidders may suggest adjustments/alterations to this schedule in their proposals.

Timing	Activity	Responsibilities
August 7, 2018	RFP Issued	CAASPR
August 28, 2018	RFP closing date – bids submitted	Bidders
September 6, 2018	Vendor chosen	CAASPR

Mid-September, 2018	Initial call or meeting with the CAASPR representatives	CAASPR, Consultant
December 18, 2018	Interim report of Contractor	Consultant
January 23, 2019	Delivery of draft final report	Consultant
February 19, 2019	Delivery of Final report	Consultant

5. TECHNICAL PROPOSAL FORMAT

The proposal is not to exceed eight (8) pages in length, (exclusive of curriculum vitae) and must include the following five (5) components:

- a) An introductory section that describes the intended methodology and shows that the bidder clearly understands the scope and intent of the project and how to approach this type of work;
- b) A work plan detailing specific timelines (comments/alternatives), communications, personnel and associated costs;
- c) A brief account of any similar projects the applicant has completed in the past with specific attention to those dealing with similar research;
- d) 2-3 references of clients from similar projects CAASPR may contact at its discretion; and
- e) Curriculum vitae/bio of all personnel involved (this may be appended).

EVALUATION PROCESS

MANDATORY REQUIREMENTS

The mandatory requirements listed will be evaluated on a pass / fail (i.e.: compliant / noncompliant) basis. Proposals that fail to meet the mandatory requirements will be discarded at this stage without further consideration.

Proposals must demonstrate compliance with all of the following specifications and requirements and must provide the necessary documentation to support compliance in order to be considered.

BASIS OF SELECTION:

The project team will use the following criteria to evaluate the Technical Proposal:

- Understanding of requirements – the proposal demonstrates that the respondent has a clear understanding of the scope and nature of the work required
- Knowledge and awareness of the Canadian regulatory environment and not-for-profit organizations
- Overall qualifications and related experience – of both the organization (if applicable) and the individual(s) assigned to the project
- Suitability of the proposed methods/approaches and appropriateness of associated timelines
- Methodology meets the stated objectives
- References from clients for whom the consultant has completed similar work
- Reasonableness of costs for proposed methods/approach

The basis of selection will be the highest **combined rating of technical merit and price.**

- The compliant bidder with the highest combined rating of technical merit (combination of technical section and Bidder experience section) (**weighted at 80%**) and price (**weighted at 20%**) shall be selected as the preferred Supplier.

APPENDIX “A”– Existing Academic Equivalency Framework (AEF)

(PDF of existing framework will be attached)

Minimum Curriculum Requirements for Entry – to – Practice
for Speech – Language Pathologists and Audiologists in Regulated Jurisdictions of Canada

Table 1: Curriculum Components
51 credits, 765 hours

Program Component	Definition	Requirements	Min. Credits	Min. Hours	Comments
<p>Basic knowledge specific to the professions</p> <p><i>(formerly called “Basic sciences”)</i></p>	<p>Theory based courses designed to impart knowledge specific to client service in the area of human communication disorders</p>	<p>At least one course is required in the area of:</p> <ul style="list-style-type: none"> • Anatomical, physiological and neurological basis of speech, language and hearing functioning (e.g. Anatomy and Physiology of Speech and Hearing; Introduction to Neurosciences for Communication Disorders, Neuroanatomy for Audiology and Speech-Language Pathology) <p><u>Audiology:</u></p> <p>At least two courses are required in the area of:</p> <ul style="list-style-type: none"> ▪ Physical basis and perceptual processes of hearing (e.g. Hearing Science, Acoustics) <p><u>Speech-Language Pathology:</u></p> <p>At least two courses are required in the area of:</p> <ul style="list-style-type: none"> • Fundamental information pertaining to the use of speech and language processes (e.g. Linguistics, Psycholinguistics, Normal Acquisition of Speech and Language; Phonetics; Phonology) 	9	135	<p>Undergraduate courses accepted</p>

<p>Basic knowledge related to other professions/ disciplines</p> <p><i>(formerly called "Related area")</i></p>	<p>Theory based courses which include the study of other professions or disciplines, and deemed necessary in the area of human communication disorders</p>	<p>At least two courses are required in the area of:</p> <ul style="list-style-type: none"> ▪ Basic principles and methods involved in conducting research in human behaviour (e.g. Statistics, Research Methods) <p>At least one course is required in the area of:</p> <ul style="list-style-type: none"> ▪ Psychological and social aspects of human development. Study must provide information from related fields (e.g. psychology, education) pertinent to communication disorders. Study must include at least one of the following: <ul style="list-style-type: none"> a) Theories of learning and behaviour that have application to communication disorders (e.g. verbal learning, behaviour modification, neuropsychology) b) Study of personality development, abnormal behaviour (e.g. Abnormal psychology, Child Development) c) Study of development and education of special populations, psychometric evaluation, school psychology (e.g. Human Development in Education) d) Counselling and interviewing. (e.g. Counselling in Communicative Disorders) <p>At least one course is required in the area of:</p>	<p>12</p>	<p>180</p>	<p>Undergraduate courses accepted</p>
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		<ul style="list-style-type: none"> Professional practices and issues or Administrative organization of Audiology or Speech-Language Pathology programs (e.g. Professional Issues; Principles of Clinical Practice) 			
Professional competencies, Profession specific <i>(formerly called “Major professional area”)</i>	Knowledge, skills and behaviours which are specifically applicable to the respective profession	<p><u>Coursework must include development of competencies in each of the following areas:</u></p> <p><u>Audiology:</u> Hearing measurement Audiological assessment Electrophysiological and other diagnostic measurements Basic and advanced concepts in amplification (systems, selection, fitting, verification and validation) Implantable hearing devices Calibration and maintenance of instrumentation Auditory and vestibular disorders involving both peripheral and central pathways of hearing Assessment and management of tinnitus, including hyperacusis Paediatric audiology Habilitation and rehabilitation procedures applied to children, adults, the elderly and specific populations (e.g. developmental delay, occupational hearing loss) Professional Practice Issues specific to audiology</p> <p><u>Speech-Language Pathology:</u> Articulation/phonological disorders</p>	27	405	Must be obtained at the graduate level ¹

¹ An exception is made for the Université de Montréal (UM), whose program consists of 3 years of undergraduate study, followed by 1 year of graduate study. This exception is considered valid as long as the UM maintains accreditation with the Council for Accreditation of Canadian University Programs.

		Preschool/school-aged language development and literacy Developmental language disorders Acquired language disorders Cognitive communication disorders Voice disorders Resonance disorders or structurally related disorders (e.g. Cleft lip and palate) Fluency disorders Neurologically based speech disorders Augmentative and alternative communication Dysphagia Professional Practice Issues specific to SLP			
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Professional competencies, All communication disorders <i>(formerly called “Minor professional area”)</i>	Knowledge, skills and behaviours which are applicable to the entire field of human communication disorders	<p><u>Audiology</u>: Speech and language development, delays and disorders (e.g. screening/identification programs and procedures for speech, language and hearing problems throughout the lifespan; potential impact of hearing loss on speech and language acquisition).</p> <p><u>Speech-Language Pathology</u>: Development of normal hearing; Hearing disorders and related speech-language disorders (e.g. symptoms of hearing disorders including associated speech, language and voice profiles; screening procedures and basic audiometric testing; application of audiometric information to the speech-language assessment; modification in speech and language procedures to accommodate varying degrees of hearing loss; approaches to habilitation and rehabilitation of speech and language of the hearing impaired; use, care and maintenance of hearing aids, assistive listening devices, and amplification systems).</p>	3	45	Must be obtained at the graduate level ²
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² An exception is made for the Université de Montréal (UM), whose program consists of 3 years of undergraduate study, followed by 1 year of graduate study. This exception is considered valid as long as the UM maintains accreditation with the Council for Accreditation of Canadian University Programs.

Table 2: Clinical Practicum Components
 Minimum 350 hours of supervised clinical education

Practicum Component	Minimum number of hours	Type	Disorders, Age groups <u>Audiology</u>	Disorders, Age groups <u>Speech-Language Pathology</u>
Professional competencies, Profession specific	300	Direct contact	<p><u>Must include:</u></p> <ul style="list-style-type: none"> • Minimum 50 hours with children • Minimum 50 hours with adults • Minimum 100 hours assessment • Minimum 50 hours intervention <p><u>Must include the following activities:</u></p> <ul style="list-style-type: none"> • Hearing measurement • Audiological assessment • Electrophysiological and other diagnostic measurements • Amplification (systems, selection, fitting, verification and validation) 	<p><u>Must include:</u></p> <ul style="list-style-type: none"> • Minimum 50 hours with children • Minimum 50 hours with adults • Minimum 50 hours assessment • Minimum 100 hours intervention <p><u>Must include a variety of disorder types from the following:</u></p> <ul style="list-style-type: none"> • Articulation/phonological disorders • Preschool/school-aged language development and literacy • Developmental language disorders • Acquired language disorders • Cognitive communication

			<ul style="list-style-type: none"> • Implantable hearing devices <p><u>Should</u> include the following activities:</p> <ul style="list-style-type: none"> • Calibration and maintenance of instrumentation • Auditory and vestibular disorders involving both peripheral and central pathways of hearing • Assessment and management of tinnitus, including hyperacusis • Habilitation and rehabilitation procedures applied to children, adults, the elderly and specific populations (e.g. developmental delay, occupational hearing loss) 	<p>disorders</p> <ul style="list-style-type: none"> • Voice disorders • Resonance disorders or structurally related disorders (e.g. Cleft lip and palate) • Fluency disorders • Neurologically based speech disorders • Augmentative and alternative communication • Dysphagia • Prevention and identification activities
Professional competencies, all disorders	20	Direct contact or simulation (maximum 50 hours simulated)	To include exposure to speech-language pathology assessment, intervention and/or prevention activities	To include exposure to audiology assessment, intervention and/or prevention

System for converting course credits into coursework hours

Credits may be converted to hours using the following conversion system as understood in the North American context:

- Each semester hour of credit corresponds to 15 hours of lecture for theory based courses (i.e. lectures) or 30 hours of attendance at laboratory exercises (i.e. practical work)
- Each quarter hour of credit corresponds to 10 hours of lecture for theory based courses

GLOSSARY

Term	Definition
Direct Contact	<p>A supervised practical learning experience where the student clinician actively participates in patient/client service. The patient/client or significant communication partner (i.e. spouse, parent, work colleague) need not be present for all activities, but these should be focused on the client’s specific needs (e.g. team meetings, discussion with supervisor). This category is not meant to capture activities that are of a general nature (e.g. delivering a presentation on a disorder type).</p> <p>The participation may be <u>unaided</u> or <u>assisted</u>:</p> <p><u>Unaided</u> Participation - Patient/client services provided by student where the student’s supervisor is readily available to assist or support the student but does not directly participate in the services provided.</p> <p><u>Assisted</u> Participation - Patient/client services provided by student where the student’s supervisor directs or guides the services provided.</p>
Graduate level	University study leading to degrees beyond a bachelor's degree.
Practicum	A supervised practical learning experience conducted in connection with a program of study in

Term	Definition
	audiology or speech-language pathology. The supervisor must be a qualified individual in the area of supervision.
Simulation	A practical learning experience where the student clinician participates in an activity that utilizes a real-life imitation of a patient/client with a set of problems. Simulations may be computerized or may involve an individual who is trained to act as a real patient/client.