



**COLLEGE OF NURSING AND HEALTH SCIENCES  
SCHOOL OF REHABILITATIVE SCIENCES**

**DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS  
SPEECH AND LANGUAGE ACADEMIC HANDBOOK  
2024-2025**

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*The Master of Science (MS) education program in Speech-Language Pathology (residential) at Piedmont University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a “preaccreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.*

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## Mission and Vision

### **CMSD Mission Statement at Piedmont University**

The Communication Sciences and Disorders program engages and empowers a diverse student population in the acquisition of knowledge and skills in communication sciences and disorders and swallowing across the lifespan. Through innovative and interactive curriculum design, faculty mentored research, evidence-based clinical service delivery, and dedicated outreach to the community, students will be prepared to provide high-quality, culturally diverse and responsive services and serve as leaders in the field.

### **MS Speech-Language Pathology Program Vision Statement at Piedmont University**

The graduate program in Speech-Language Pathology aims to address the academic and clinical needs of master's students by providing rich learning opportunities that integrate theory and research with the best clinical practices. The program is dedicated to fostering professional excellence that will benefit the quality of life of persons with communication and swallowing disorders as well as advancing knowledge in the discipline.

## Program Goals

### **MS Speech-Language Pathology Program Goals**

**Program Goal 1:** Prepare students to apply knowledge and skills in communication sciences and disorders and swallowing to meet the accreditation standards of CAA as well as Georgia state licensure requirements.

**Program Goal 2:** Develop students' ability to synthesize and apply evidence-based knowledge for diagnosis and treatment of communication disorders and swallowing used in professional practice.

**Program Goal 3: Provide** students with opportunities to develop effective oral and written communication skills necessary to interact with clients, family, and other collaborators during all professional correspondence.

**Program Goal 4: Prepare** students to demonstrate knowledge of trends and professional issues in the field, principles, and practices for cultural and ethical considerations, as well as principles and practices of scientific research.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

FERPA is a federal law that protects the privacy of the student's educational record. This federal mandate permits University officials to disclose any and all educational records to another institution per student application or enrollment. This would include release of information to clinical agencies when requested and may include immunization, disciplinary, licensure, standardized testing results certifications, background checks, drug screens, and any other records required. Student records are otherwise limited access. Specific guidelines for parents and students can be reviewed: [FERPA for Student and Parents](#) For more information on FERPA, including the history of related legislation, visit <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. See also Piedmont University FERPA information: <https://piedmont.smartcatalogiq.com/2022-2023/graduate-catalog/student-academic-records-undergraduate-and-graduate/>

## **Health Insurance Portability and Accountability Act: [HIPAA LINK](#)**

HIPAA is a federal mandate governing the privacy and security of all health care information. All nursing students will be required to review and comply with all aspects of patient health care information. Students will be required to sign a confidentiality statement outlining requirements for this program (See Appendix A) as well as complete a HIPAA training prior to clinical observation or practicum.

### Confidentiality

Students enrolled in the health care professional programs must hold in confidence all client/patient related information. On admission to the SLP program, the student will sign a Confidentiality Statement to be placed in the permanent record. Failure to protect any client's right to confidential treatment may result in a failing course grade, dismissal from the SLP program, and civil liability for a breach of confidentiality. All MS-SLP Students should be familiar with the following statements:

1. Students must not transmit or place online individually identifiable patient/client information.
2. Do not share or post information or photos gained through the patient/client relationship.
3. Students may not photograph, video, or otherwise use their camera when in the clinical setting.
4. Phones are for emergency use only and must be kept out of the clinical environment.
5. Do not upload images of yourself or others students/faculty in a clinical environment unless approved by faculty.
6. Students must observe ethically prescribed professional patient/clinician boundaries. Accepting a client's "friend" request can damage the therapeutic relationship.
7. Students should understand that patients/clients, colleagues, institutions, and employers may view postings.
8. Students should take advantage of privacy settings and seek to separate personal and professional information online.
9. Promptly report a breach of confidentiality or privacy. Students should bring content that could harm a patient's privacy, rights, or welfare to the attention of the Director or CMSD faculty for review.
10. Remember that standards of professionalism are the same online as in any other circumstances.
11. Do not make disparaging remarks about patients/clients, co-workers, faculty, clinical instructors, or any other person, even if they are not identified. Be careful with the tone of your remarks.
12. Failure to maintain professionalism and confidentiality may result in course failure or expulsion from the program.

## **Speech-Language Pathology Clinic Non-Discrimination Policy**

Student clinicians are bound by this non-discrimination policy when interacting with clients, students, faculty, staff, and community.

Non-Discrimination Statement: Piedmont University is an equal opportunity, affirmative action educational institution and employer. Piedmont University will not discriminate against any employee, student, client, or applicant for employment because of race, color, religion, sex, age, disability, national origin, veteran status, sexual orientation or gender identity, consistent with the Assurance of Compliance with the Title VII of the Civil Rights Act of 1964; Executive Order 11246 as issued and amended; Title IX of the Education Amendments of 1972, as amended; Section 504 of the Rehabilitation Act of 1973.

See: <https://piedmont.smartcatalogiq.com/en/2022-2023/graduate-catalog/about-piedmont-college/title-ix-policies-and-procedures/>

## ASHA CODE OF ETHICS

### PREAMBLE

The American Speech-Language-Hearing Association (ASHA; hereafter, also known as "The Association") has been committed to a framework of common principles and standards of practice since ASHA's inception in 1925. This commitment was formalized in 1952 as the Association's first Code of Ethics. This Code has been modified and adapted as society and the professions have changed. The Code of Ethics reflects what we value as professionals and establishes expectations for our scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility. The ASHA Code of Ethics is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The ASHA Code of Ethics is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. The Code is partly obligatory and disciplinary and partly aspirational and descriptive in that it defines the professional's role. The Code educates professionals in the discipline, as well as students, other professionals, and the public, regarding ethical principles and standards that direct professional conduct.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose and is applicable to the following individuals:

- a member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)
- a member of the Association not holding the Certificate of Clinical Competence (CCC)
- a nonmember of the Association holding the Certificate of Clinical Competence (CCC)
- an applicant for certification, or for membership and certification

By holding ASHA certification or membership, or through application for such, all individuals are automatically subject to the jurisdiction of the Board of Ethics for ethics complaint adjudication. Individuals who provide clinical services and who also desire membership in the Association must hold the CCC.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one's professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

## PRINCIPLE OF ETHICS I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

### Rules of Ethics

- A. Individuals shall provide all clinical services and scientific activities competently.
- B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- G. Individuals who hold the Certificate of Clinical Competence may delegate to student tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.
- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.

- J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
- K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence but may provide services via telepractice consistent with professional standards and state and federal regulations.
- O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
- R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
- T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.



## PRINCIPLE OF ETHICS II

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

### Rules of Ethics

- A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
- B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.
- D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
- F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.
- G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.
- H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

### PRINCIPLE OF ETHICS III

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

#### Rules of Ethics

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.
- B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.
- C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.
- D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.
- E. Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.
- F. Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.
- G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

## PRINCIPLE OF ETHICS IV

Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

### Rules of Ethics

- A. Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.
- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.
- C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.
- G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
- I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- K. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
- L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.

- M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
- N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.
- O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.
- Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
- S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.
- T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

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**accessed at:** <https://www.asha.org/Code-of-Ethics/>

## **Admission, Academic Policies, Procedures, Graduation Requirements**

### **Admissions**

We follow a holistic review process to reflect a respect for and an understanding of cultural, linguistic, and individual diversity. Credentials for holistic admission reviews include academic qualifications (i.e., grade point average) as well as other qualifications including: (1) cumulative grade point average within a wider context of the academic record; (2) the letter of intent; (3)

recommendations; (4) writing samples. No single factor leads to accepting or excluding a candidate from program admission. We weigh the candidate's strengths, achievements, service, and ways in which the candidate may contribute to the graduate degree program and educational environment.

Students must also be prepared with the following, which will be maintained in the student's file:

1. Proof of updated vaccinations and immunizations as required by Piedmont University and our clinical partners as required.
2. Proof of current certification in CPR (American Heart Association)
3. Proof of continued health insurance as required by Piedmont University
4. Background check

Students must demonstrate professional conduct and ethical behavior through:

- Professional, cooperative interactions with faculty, staff, and peers; treating all others with dignity and respect
- Effective time management
- Enthusiastic approach to teaching and learning
- Adherence to the Honor Code
- Adherence to civil and criminal laws or the Piedmont University student conduct code

Students may begin to apply to the program in the second semester of their junior year for consideration into the BS/MS integrated program.

Students may begin applying to the MS-SLP program by February 1st prior to the fall they wish to enroll.

### **Prerequisite coursework**

Before admission to the graduate program, students must have completed the following foundational courses required for ASHA certification.

*Biological Sciences* (content cannot be related to SPHS)

*Physical Sciences* (**must** be a physics or chemistry course; content cannot be related to SPHS)

*Statistics* (content cannot be research methods)

*Social Sciences and Behavioral Sciences* (e.g., psychology, sociology, public health, or anthropology)

The following courses are considered prerequisites for the Master of Science in Speech-Language Pathology.

CMSD 2001	A & P of Speech and Hearing
CMSD 2002	Speech and Hearing Science
CMSD 2003	Language Acquisition
CMSD 2004	Phonetics
CMSD 2010	Observation and Clinic Procedures
CMSD 3000	Introduction to Audiology
CMSD 3001	Neuroscience Fundamentals
CMSD 3006	Aural Rehabilitation

### **Essential Functions and Technical Standards**

Incoming graduate students are expected to be able to do the following without training:

- Utilize basic computer and website skills
- Open documents in email
- Send documents in appropriate format
- Use Microsoft word
- Contact IT and/or Student Support Services: Technology Tools with problems
- Use PIEDMONT email for ALL academic and clinic-related communications

The Piedmont University program faculty consider these standards to be of paramount importance to successful study and for entry level into independent practice in the field of speech-language pathology. Minimum technical standards for students wishing to pursue the MS-SLP at Piedmont University include:

- **Critical Thinking:** All students must possess the intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty. The ability to solve problems, a skill that is critical to the practice of speech-language pathology, requires the intellectual abilities of measurement, calculation, reasoning, analysis, and synthesis. Successful graduates of the program must be able to integrate knowledge into practical skills.
- **Communication Skills:** A candidate should also be able to speak, to hear, and to observe patients in order to elicit information. The candidate must have a strong command of the English language, evidenced in writing and oral communication.
- **Auditory-Visual Ability:** Candidates must also be able to observe a patient accurately by vision and hearing, both at a distance and close at hand without visual cues. This ability requires the functional use of audition and vision.
- **Mobility and Fine Motor Skills:** A candidate should be able to execute movements reasonably required to move from area to area, maneuver in small places, calibrate and use small equipment, and provide patients with general care.
- **Interpersonal Abilities:** A candidate must possess the qualities that enable the individual to promptly meet all responsibilities required for the diagnosis and care of patients, clients, students receiving services, and the development of respectful and professional relationships with patients, families, and colleagues.

### Accommodations Policy

The CMSD program at Piedmont University is committed to ensuring all qualified individuals, including students with disabilities, are given equal access through reasonable accommodations to its services, programs, and activities. In complying with the Americans with Disabilities Act (ADA) and Section 504 of the Civil Rights Rehabilitation Act of 1973 regarding students and applicants with disabilities, not otherwise qualified and competent individual with a disability shall be denied access.

Students in the CMSD program must achieve the level of competency required for graduation and practice. It is recognized that degrees of ability vary widely among individuals. Admission candidates or status changes of admitted students who feel they need reasonable accommodations are encouraged to contact the Piedmont University Office of Accessibility, Resources, and Services at [csnow@piedmont.edu](mailto:csnow@piedmont.edu). Other information can be found on the following website: <https://www.piedmont.edu/student-success-center/disabilities-support/> Please note that reasonable accommodations may not be implemented retroactively so being timely in requesting your accommodations is very important.

### English Proficiency Requirements

This program follows the guidelines of our university. Given the scope of practice in communication disorders, oral English proficiency is considered an essential tool. Piedmont University's graduate catalog states that international students whose first language is not English are required to pass an English proficiency test before they may be admitted to candidacy for a graduate degree.

Additionally, if a student whose native language is not English is accepted into Piedmont University's Speech-Language pathology graduate program, and if there is evidence that this student is having exceptional difficulty with one or more of the tasks required in clinical service delivery (e.g., speech perception, speech/language modeling, comprehending speech or language produced by individuals with communication disorders, writing clinical reports, counseling families, etc.) the student will be required to address these deficits through an action plan (e.g., therapy for accent reduction, perceptual training, etc. as needed).

## **Advising**

Graduate students are advised upon admission to the graduate program. Academic requirements and the degree plan are included in the acceptance letter and will be completed by the first day of the first semester. Following the initial advising appointment, students will sign a statement of verification that they understand their degree plan and the university, college, and program academic policies as laid out in the program academic and clinical student handbooks. In addition, each academic and clinical faculty member will be assigned graduate students as their advisees across the students' graduate program. Faculty are required to meet with their advisees a minimum of two times per semester to discuss the ongoing semester progress and plans for the subsequent semester. For additional information regarding student advising procedures, please see appendix.

Students are advised to contact the faculty advisor and/or program director/chair for individual meetings if they have individual concerns at any time during their graduate program. If a student is unable to follow the plan for approved reasons, the student, program director/chair, graduate advisor, and/or clinic director will generate an alternative individualized Plan of Study, as well as a Plan for Intervention that will be developed to support the student as they work to improve their academic performance moving forward. Following the generation of the Plan of Study and the Plan for Intervention, the student will sign both indicating understanding and agreement. Signed statements will be maintained in the student e-file housed within the administrative office on a password protected administrative computer.

Faculty review of the academic performance of all students will be evaluated at the mid-term of each semester. See Appendix B for faculty review criteria and the student intervention plan. Any student exhibiting difficulty in an academic course is required to meet the course instructor and advisor to develop an intervention plan in order to ensure course competencies are met through formative and summative assessment procedures. Students and faculty are required to sign that they have participated in the development of their success plan. Students and faculty each receive a copy.

## **Plan of Study**

The program of study for the BS/MS integrated program can be found on the following webpage: <https://www.piedmont.edu/wp-content/uploads/2023/02/2023BSMS.pdf>

The plan of study for the 2-year MS-SLP program can be found on the following webpage: <https://www.piedmont.edu/wp-content/uploads/2023/02/2023MS.pdf>

Students should refer to the clinic handbook for plan of practicum. <https://www.piedmont.edu/wp-content/uploads/2023/08/CMSD-Clinic-Handbook-2023-2024.revised-8.1.23.pdf>

Students have access to view their degree plans and progress via Self-Service at all times. This system is also used for graduation paperwork completion. Students have access to view and add to their clinical record of hours and related information online via CALIPSO, a web-based application that manages key aspects of academic and clinical education designed specifically and exclusively for speech-language pathology training programs. Tracking for all of the above advising is recorded by cohort for each individual student within online FERPA and HIPAA compliant platforms via the University current contracted vendor. Both the student and faculty of the program have access at all times to these documentation platforms. Students are able to track their progress of advising and through the program in this manner.

## **Student Leave of Absence or Modified Program Request**

Due to limited enrollment, students unable to maintain continuous progression must follow the Leave of Absence policy.

- The student must request permission in writing for a leave of absence or modified program. Notification should be at the earliest possible time.
- Permission for a leave of absence may be granted for up to one semester.
- Students who have not demonstrated responsibility or potential for successfully completing the program will not be granted a Leave of Absence or modified program.
- If there are extenuating circumstances and the student cannot submit a request in advance of a semester, letters must be submitted to the Director no later than three (3) weeks after the start of the semester in which the student is requesting leave except in extenuating circumstances.
- If a Leave of Absence or modified program is approved, the student must consult with the Director to coordinate a student-learning contract.
- Only one leave of absence will be granted during enrollment in SLP program.
- Refunds of tuition are subject to the rules and regulations of Piedmont University.



### **Graduation requirements**

Participation and successful completion of academic courses, clock hours, clinical colloquium, grand rounds, Professional Portfolio, and comprehensive exams must be completed. This document will outline options and procedures for these requirements.

### **Academic policy**

Graduate students must maintain a 3.0 GPA on all courses that receive graduate credit, whether they are to be applied toward a graduate degree. Additional policies are printed in the *Degree and Certificate Completion* section of the Piedmont University Graduate Catalog.

The only acceptable grades are A and B; a C is considered failing. Any graduate student in SLP who earns any combination of two grades of C or lower in academic coursework will be automatically expelled from the program and prevented from registering for additional courses. If you earn a grade of C or lower in any academic course, you will be unable to participate in clinic until the course is retaken and competencies are met. Plagiarism in any form will not be tolerated and will result in prompt expulsion from the program.

Faculty review academic performance of all students at mid-term of each semester. See Appendix B for faculty review criteria and student intervention plan. Any student exhibiting difficulty in an academic course is required to meet the faculty member to develop intervention plans to ensure course competencies are met through formative and summative assessment procedures. Students and faculty are required to sign that they have participated in the development of their success plan. Students and faculty receive a copy.

### **Clock hours**

Students must complete 25 observation hours. The majority will be completed in CMSD 2010 Mini-Clinic: Observation and Clinic Procedures undergraduate course. Student must complete at least 375 clinical contact hours. A maximum of 50 hours may be obtained in CMSD 4000 Undergraduate Clinical Practicum.

Meeting these clock hour specifications satisfies the American Speech-Language-Hearing Association (ASHA) requirements for the Certificate of Clinical Competence (CCC). See CMSD Clinic Handbook for policies and procedures.

### **Clinical colloquium**

Each student must complete at least one colloquium project and presentation during their first year enrolled in graduate level courses while completing clinical practicum experiences in the Piedmont University SLP Clinic. The purpose of clinical colloquium is to assess the student's ability to apply fundamentals of evidence-based practice in a case analysis. Information pertinent to the case study (e.g., interprofessional opportunities, client advocacy, etc.) will be included. A failing score on colloquium will result in a repeat presentation. See Appendix C for a description and grading rubric for colloquium.

### **Grand rounds**

Each student must present and facilitate one grand rounds discussion during one of the two semesters in which they are enrolled in externship. The purpose of grand rounds is to assess the student's ability to apply the scientific bases and research principles to clinical populations. A failing score on grand rounds will result in a repeat presentation. See Appendix D for a description and expectations for grand rounds.

**Professional Practice Portfolio Project**

All graduate students must complete a Professional Portfolio Project. Students initiate the project during the first year of graduate-level classes. Requirements are outlined in Appendix E. The Professional Portfolio will serve as a measure of active engagement in professional practice competency areas (i.e., accountability, integrity, effective communication skills, clinical reasoning, evidence-based practice, concerns for individuals served, cultural competence, professional duty, collaborative practice). See page 19 of the standards for certification: <https://caa.asha.org/siteassets/files/accreditation-standards-for-graduate-programs.pdf>

**Guided Research Project or Thesis (Optional)**

Students may complete a research project under the supervision of a faculty mentor, pending faculty member agreement to mentor the student in an independent research project no later than by the end of their second semester of study. Students will be required to 1) write a manuscript and 2) prepare an oral defense of his/her work. Both products will be evaluated by an internal research committee. See Appendix F for guidelines.

## Academic Integrity and Honesty

In accordance with the mission of Piedmont University, it is the responsibility of each member of the Piedmont community to promote an atmosphere of academic integrity and an understanding of intellectual honesty that adheres to the highest standards of professional conduct.

*Honor Pledge:* All students, by their enrollment at Piedmont University, commit to the Honor Pledge: The Piedmont University community emphasizes high ethical standards for its members. Accordingly, I promise to refrain from acts of academic dishonesty including plagiarism and to uphold the academic integrity Policy in all endeavors at Piedmont University.

To protect intellectual and scholarly integrity, the University imposes strict penalties for academic dishonesty.

### Cheating

- Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. **This includes purchasing and use of test-banks (publishers do not release to students-use of such items is considered cheating).**
- Unauthorized assistance of a person, other than the course faculty during an academic exercise. This includes text messaging, PDAs, phones etc. during exams.
- Unauthorized viewing of another person's work during an academic exercise.
- Unauthorized securing of all or part of an assignment or exam in advance of submission by the faculty.

### Fabrication

- Intentional and unauthorized invention or falsification of any information or citation in an academic exercise or altering official University records, correspondence or documents.

### Plagiarism

- Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.
- Includes the use of AI tools when assignments and/or assessments explicitly prohibit the use of such tools
- Includes, but is not limited to oral, written and graphical material; published and unpublished work and material downloaded from the internet.
- Included commercially prepared papers or reports.

### Complicity

- Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

### Stealing

- Removing articles belonging to other students, faculty, Piedmont University or clinical facilities without appropriate permission.

### Bribes/Favors/Threats

- Attempting to unfairly influence a course grade or the satisfaction of degree requirements is prohibited.

## Sanctions

Sanctions imposed may include one or more of the following:

1. A lower grade or failing the project/paper/assignment/test.
2. A lower final grade in the affected course.
3. Failure of the course.
4. Exclusion from further participation in the course (including lab or clinical experiences).
5. Expulsion from the program

## **STUDENT FAILURE DUE TO UNSAFE, UNETHICAL, AND UNCIVIL BEHAVIOR POLICY**

Students enrolled in CMSD 4000/5101 must prioritize both their health and the well-being of their clients, classmates, and instructors. If a student is too ill to attend class, they are also considered too ill to participate in clinical sessions. Students should prioritize rest and recovery, and they are encouraged to notify clinic supervisors as soon as possible to make alternative arrangements for missed sessions. This policy ensures a safe and productive learning environment for all clinic participants.

Patterns of *unsafe or unethical practice* may result in a course clinical failure at any time during the course. Examples include but are not limited to:

- Performing activities that do not fall within the legal scope of professional SLP practice.
- Failing to recognize and/or report and record one's own errors in patient care.
- Behaving in a disrespectful manner toward patients, faculty, other students, and/or other team members, or failing to respect patients' rights and dignity.
- Lacking adequate theoretical knowledge in preparation for the provision of patient care.
- Failing to provide concise, inclusive, and timely written, electronic, and/or verbal communication.
- Using facility equipment/supplies for personal use, e.g. telephones, computers, etc.
- Violating HIPPA and/or FERPA directives for professional conduct

Behaviors that are *potentially civil or criminal* may result in program dismissal at any time. Examples include but are not limited to:

- Performing immoral or indecent conduct of any nature
- Purposefully recording or reporting inaccurate data regarding patient assessments or interventions
- Disclosing confidential or private information inappropriately, including violating HIPPA or clinical agency policies
- Taking and/or posting pictures when in any clinical setting.
- Attending clinical experiences while under the influence of alcohol or drugs, including prescription medication, which may impair performance, or excessive lack of sleep.
- Negligence or harming the patient purposefully, including verbal or physical threats.
- Soliciting, borrowing, or removing property or money from a patient or patient's family, including asking for tips or gifts.
- Refusing an assignment based on a patient's race, ethnicity, gender, sexual orientation, or religious preference.
- Using profanity or making inappropriate comments of sexual, racial, or otherwise offensive nature.
- Stealing tests and other curricular materials from faculty.
- Posting tests or purchasing test banks on the Internet, such as e-Bay or Amazon.
- Verbally or physically abusing faculty, students, or staff on or off campus property, including stalking or bullying.
- Stealing, destroying, or tampering with campus or clinical facility furniture, equipment, or property.
- Stealing, destroying, or tampering with personal property of students, faculty, or staff.

## **Student Email Policy**

All Piedmont University students are required to use their Piedmont Lions email account (see Catalog at <https://piedmont.smartcatalogiq.com/> for complete policy. Since the Lions account is the official communications channel of the university, students are responsible for all information distributed to them through their account. Students are expected to check it daily.

## Complaints against graduate education programs of Speech-Language Pathology

A complaint about any accredited program or program in candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public. CMSD majors, faculty members, Speech-Language Pathologists and Audiologists, or the general public are provided with methods for contacting the Council of Academic Accreditation in the event that they should develop concerns about the CMSD program compliance with CAA standards and regulations.

The complaint procedure is detailed in the CAA Accreditation Manual (Section XIII) which is available online here: <http://caa.asha.org/wpcontent/uploads/Accreditation-Handbook.pdf>

Every possible attempt is made to resolve student complaints and grievances within the CMSD program and Piedmont University using the grievance procedures listed in the student handbooks (see: <https://piedmont.smartcatalogiq.com/2022-2023/graduate-catalog/about-piedmont-college/student-complaints/>).

When a complaint is made, the complaint will be saved in an electronic file at the level of the program chair. The file can be shared with CAA as requested via a secure platform.

The following information on the submission of complaints originates from our accrediting agency, The Council on Academic Accreditation (CAA). The information can be found at: <http://caa.asha.org/programs/complaints/> ACCREDITATION HANDBOOK—CHAPTER XIII: COMPLAINTS

The CAA is obligated by federal regulations to review complaints it receives about any accredited program or program in candidacy status. A complaint process is also in place for considering complaints filed against the CAA.

### Complaints Against Programs

The CAA will address concerns via the complaint process that are clearly related to a program's compliance with accreditation standards. The CAA cannot intervene in disputes between individuals and programs, and cannot affect outcomes such as grade changes, reinstatement to the graduate program, employment, etc., as part of this complaint process. Before filing a complaint, it is strongly recommended that you read Chapter XIII: Complaints in the Accreditation Handbook.

Complaints about programs must meet all of the following criteria:

- Be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology
- Relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology in effect at the time that the conduct for the complaint occurred, including the relationship of the complaint to the accreditation standards
- Be clearly described, including the specific nature of the charge and the data to support the charge
- Be within the timelines specified below:
  - If the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation\* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint.

- If the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred
- If the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed
- \*Note: For graduates, former students, or former faculty or staff filing a complaint, the date of separation should be the date on which the individual was no longer considered a student in or employee of the graduate program (i.e., graduation, resignation, official notice of withdrawal or termination), and after any institutional grievance or other review processes have been concluded.

### Submission Requirements

- Complaints against a program must be filed in writing using the CAA’s official Complaint Form [DOC].
- The Complaint Form must be completed in its entirety.
- The CAA does not accept complaints over the phone.
- The complainant’s name, address, and telephone contact information and the complainant’s relationship to the program must be included in order for the Accreditation Office staff to verify the source of the information.
- The CAA does not accept anonymous complaints.
- The complaint must include verification, if the complaint is from a student or faculty/staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA.
- Documented evidence in support of the complaint must be appended, including as appropriate relevant policies/procedures, relevant correspondence (including email), timelines of referenced events, etc. Do not enclose entire documents, such as a handbook or catalog; only the specific pages should be included that present content germane to the complaint. Page numbers to these appendices should be referenced in the complaint. Materials may be returned to the complainant if not properly organized to support the complaint.
- All complaints and supporting evidence must be submitted in English, consistent with the business practices of the CAA.
- The complaint form must be signed and submitted with any relevant appendices via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to: Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology American Speech-Language-Hearing Association 2200 Research Boulevard, #310 Rockville, MD 20850
- The complainant’s burden of proof is a preponderance, or greater weight, of the evidence.
- It is expected that the complaint includes all relevant documentation at the time of submission. Copies of the CAA’s complaint procedures, relevant Standards for Accreditation, and the Complaint Form are available in paper form by contacting the Accreditation Office at [accreditation@asha.org](mailto:accreditation@asha.org) or 800-498-2071. All complaint materials (completed and signed complaint form and relevant appendices) must be typewritten or printed from a computer.

#### Complaints Against the CAA

The CAA also has a process in place for complaints to be filed against the CAA. Before filing a complaint, it is strongly recommended that you read Chapter XIII: Complaints in the Accreditation Handbook.

Complaints against the CAA must meet the following criteria:

- Relate to the content or the application of the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology [PDF], or the policies, procedures, and operations that were in use by the CAA at the time the conduct being complained about occurred
- Be clearly described, including the specific nature of the charge and the documentation to support the charge
- Must be filed within 1 year of the date the conduct being complained about occurred

Submission Requirements Complaints also must meet the following submission requirements:

- Include the complainant's name, address, and telephone contact information in order for the Accreditation Office staff to verify the source of the information
- Must be complete at the time of submission, including the complaint and all appendices
- Append documented evidence in support of the complaint, including as appropriate relevant policies/procedures, relevant correspondence (including email), timelines of referenced events, etc. Complainants should not enclose entire documents; only the specific pages should be included that present content germane to the complaint. Page numbers to these appendices should be referenced in the complaint. Materials may be returned to the complainant if not properly organized to support the complaint.
- Submit all complaints and supporting evidence in English, consistent with the business practices of the CAA
- Be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery— complaints will not be accepted via e-mail or as a facsimile— to the following address: Vice Presidents for Academic Affairs (“Vice Presidents”) American Speech-Language-Hearing Association 2200 Research Boulevard, #310 Rockville, MD 20850

There is no formal complaint form for filing complaints against the CAA. However, the complaint must address all the criteria for the complaint to be considered and be submitted as outlined above. The complainant's burden of proof is a preponderance or greater weight of the evidence.



### **Student support services**

*The Learning Center* exists to help our students reach their various academic goals. The Learning Center offers academic support in all areas, including accounting, foreign languages, math, science, and writing. Our tutors are selected by department chairs, trained in the art of tutoring, and monitored to provide the individualized attention our students need to achieve their personal best. We offer by-appointment or walk-in hours during both working and after-business hours. For more information, please visit: <https://www.piedmont.edu/learning-center> or call 706-778-8500, ext. 1503 (Demorest) or 706-543-6973 (Athens).

**Office of Accessibility, Resources and Services (OARS):** It is the university's goal that learning experiences be as accessible as possible. Should you choose to disclose a disability, contact your professor and the **Office of Accessibility, Resources and Services (OARS)** so that possible accommodations can be discussed. Accommodations are designed to minimize the impact of a disability and ensure access to programs for all students with disabilities. Piedmont University, professors and staff make every effort to provide reasonable and appropriate accommodations. The Coordinator of OARS can be reached at [OARS@piedmont.edu](mailto:OARS@piedmont.edu) or 706-778-8500, ext. 1504. The following website is the link to OARS: <https://www.piedmont.edu/student-success-center/disabilities-support/>

*Counseling Services* may include virtual care and individual sessions. Contact Sean Williamson, the Director of Counseling Services at 706-778-8500, ext. 1295. For more information, refer to the following link: <https://www.piedmont.edu/student-success-center/counseling-services/>.

### **Starfish**

Starfish is a higher education program aimed at helping students successfully complete their degree programs of study. Starfish helps administrators and faculty identify at-risk students in real time, based on their daily course work performance and faculty concerns, and set into motion real time solutions in partnership with the students. Starfish connects students to the resources designed to support them (e.g., advising or tutoring), all while assessing which services and interventions as appropriate. Additionally, the student success center offers walk-in appointments weekly. Students may be walked over by faculty to the student success center as deemed appropriate.

## PROFESSIONAL ORGANIZATIONS

ASHA

<http://www.asha.org>

This is the internet address for the American Speech-Language-Hearing Association (ASHA). This site is a resource for ASHA members, NSSLHA members, persons interested in information about communication disorders, and for those wanting career and membership information.

NSSLHA

<https://www.nsslha.org/>

This is the internet address for the National Student Speech Language Hearing Association (NSSLHA). NSSLHA is the only national student organization for pre-professionals studying communication sciences and disorders (CSD) recognized by the American Speech-Language-Hearing Association (ASHA).

GSHA

<https://gsa.memberclicks.net/>

This is the internet address for the Georgia State Speech Language Hearing Association (GSHA). GSHA is a professional association of individuals specializing in the prevention, diagnosis, and treatment of communication, swallowing, and hearing disorders. The Association advocates for the professional interests of its members and the individuals they serve and provides a forum for the exchange of professional information and ideas.

## Appendix A

### Student Review Criteria and Intervention Plan

Student review occurs at mid-term of each semester the student is enrolled in graduate-level courses and participating in clinical practicum. All students are evaluated on the following rubric.

#### *Student Review Rubric*

*Name:*

*1=significantly weaker than expected 3= Meets Expectations 5=Significantly stronger than expected n/a=not applicable*

#### *Clinical competencies Score:*

*Practitioner Skills: Attends/responds empathically and non-judgmentally; adheres to ethical and legal standards; utilizes data-based decision making in working with children and families; works collaboratively with individuals, families, groups, and systems; demonstrates understanding importance of biological, cultural, and social influences; uses evidence-based strategies when working with clients; has knowledge of diversity factors and evidence-based strategies to enhance services and address influences related to diversity; is able to critically evaluate and interpret research.*

#### *Professionalism Skills Score:*

*Recognizes personal limitations; reacts in emotionally appropriate manner in difficult situations; recognizes own biases and assumptions about human behavior; is authentic, sincere, and able to admit mistakes; demonstrates a sincere interest in the welfare of others; demonstrates receptiveness to feedback, possesses the ability to be self-reflective; demonstrates professional behavior; is psychological healthy; is sensitive to multicultural issues; establishes, maintains, and respects boundaries.*

#### *Academic Aptitude and Coursework Score:*

*Communicates ideas well orally and in writing; shows openness to new learning experiences; is ethically grounded in laws and procedures; is prepared for class; prompt in turning in assignments, participates successfully and fully in group projects; demonstrates evidence of achieving class goals, participates in class with minimal absences/lateness.*

Students who perform unsatisfactory in clinical competencies will follow the clinical intervention plan outlined in the clinical remediation section of the handbook. A *Plan of Intervention* will be developed by the program faculty and clinical supervisors (as appropriate) if the student does not meet expectations in Personal Maturity & Interpersonal Skills or Academic Aptitude and Coursework. During the evaluation meeting with the student, a time frame during which improvements in performance are expected will be discussed. Signed plans will be maintained in their student folder housed within the administrative office. If significant improvements in performance are not demonstrated within a specified period of time as determined by faculty and clinical supervisors, not to exceed two semesters (including summer), then dismissal from the program will be instituted.

All syllabi include a *Plan of Intervention* as determined by the instructor to maximize potential for success. Any student exhibiting difficulty in an academic course is required to meet the faculty member to develop a *success plan* to ensure course competencies are met through formative and summative assessment procedures. Students and faculty are required to sign that they have participated in the development of their success plan. Students and faculty receive a copy. Signed plans will be maintained in their student folder housed within the administrative office.

## **Appendix B**

### **Colloquium Presentation Requirements**

The colloquium will include case presentations. All students will complete one presentation by the end of the first year of graduate studies. All components of presentation must comply with guidelines and Health Insurance Portability and Accountability Act (HIPAA) guidelines regarding no disclosure of Public Health Information (PHI). Successful completion of presentation must include the presence of 80% of the following (1=present; 0=not present).

- A. Introduction:** The student provides a brief introduction about what interested them in the case. The following was included.
  - a. Purpose was clear.
  - b. Information was concise and well organized.
  - c. Included an overview of the talk.
- B. Background History:** The student provides detailed information regarding the case.
  - a. Sufficient detail was provided to understand the case.
- C. Assessment:** The student provides detailed information and rationale about what types of assessment were conducted during the assessment process and a summary of the results obtained.
  - a. Sufficient detail was provided to understand the case.
  - b. Information provided demonstrated accurate interpretation of assessment data.
- D. Treatment:** The student provides detailed information and rationale about the course of treatment. Clinical decisions related to goal development, treatment implementation, and data collection will be described.
  - a. Sufficient detail was provided to understand the case.
  - b. Information provided demonstrated accurate interpretation of clinical decisions.
- E. Evidence-Based Practice:** The student discusses the literature related to this case and how EBP was used to ensure best practice in the care of the client.
  - a. Explains evidence used to guide clinical decisions (minimum of 3 studies).
- F. Summary/Reflection:** The student provides a reflection about what was done and discuss what would be done differently in the future, specifically related to changes in assessment or treatment; discussion about what was learned during the clinical process can also be presented.
  - a. Sufficiently describes lessons learned as a consequence of working with the client and reflection on clinical decisions.
- G. References:** A list of references related to this case study review will be presented using APA citation guidelines.
- H. Communication skills**
  - a. Transitioned between topics.
  - b. Used formal tone and attitude.
  - c. Amount of material on slides facilitated understanding and not typos were noted.

Students are responsible for having substantive knowledge regarding the key studies within the literature and demonstrate that knowledge by being able to talk about each section above.

As noted in the graduation requirements section of the handbook, clinical colloquium will be completed as a requirement during year 1 of graduate studies. A failing score on colloquium will result in a repeat presentation and a remediation meeting with your supervisor. Students may repeat twice.

## **Appendix C Grand Rounds**

Grand rounds will be scheduled in advance of the semester to accommodate externships and provide supervisors with scheduling information. All components of presentation must comply with guidelines and Health Insurance Portability and Accountability Act (HIPAA) guidelines regarding no disclosure of Public Health Information (PHI).

The student will choose a case study or service delivery aspect from their externship. In addition to the presentation, an electronic handout will be distributed prior to grand rounds and pose a question for consideration and discussion by the audience. The question and discussion will be facilitated by the presenter.

Presentation: 15 minutes

Question/Discussion: 10 minutes

Successful completion of grand rounds must include the presence of 80% of the following (1=present; 0=not present).

### Topic selection

- Relevant to externship and scope of practice.
- Timely/current (e.g., applicable to current practice and standards).

### Learner Objectives

- Three learner objectives are clearly described.

### Introduction

- Purpose was clear.
- Information was concise and well organized.
- Included an overview of the talk.

### Primary literature citation and analysis

- Incorporation of primary literature with relevant and timely references.

### Analysis and application in practice

- Addressed contemporary practice.
- Provided detailed recommendations related to the case and/or service delivery.

### Question/Discussion

- Posed relevant question to the audience.
- Answered questions and commented on audience input.

### Communication Skills

- Transitioned between topics.
- Used formal tone and attitude.
- Amount of material on slides facilitated understanding, were free of typos.

As noted in the graduation requirement of the handbook, each student must present and facilitate one grand rounds discussion during Year 2 in which they are enrolled in externship.

Unsuccessful completion of grand rounds (score below 80%) will result in a repeat presentation and a remediation meeting with your supervisor. Students may repeat twice.

## **Appendix D**

### **Professional Portfolio Project**

One half of the portfolio requirements must be completed at the end of the first year of graduate studies. The other half must be completed by the end of graduate studies, prior to graduation.

#### **General Purpose**

The Professional Portfolio Project is designed to guide graduate students in the completion of degree requirements and the transition to a professional career. Completion of the Professional Portfolio Project enhances the graduate program by focusing broadly on professional practice competencies, including supervision, ASHA certification and state licensure. See page 19 of the standards for certification: <https://caa.asha.org/siteassets/files/accreditation-standards-for-graduate-programs.pdf> The Portfolio addresses aspects of preparation that extend the boundaries of specific classes and clinical assignments.

#### **Administration**

Graduate student advisors will be involved in mentoring students through the process.

#### **Evaluation**

When submitting the completed Professional Portfolio, students should present all materials to their designated advisor at advising meetings per semester. Advisors will determine if the candidate is proceeding according to plan to complete the Professional Portfolio by the graduation deadline, as well as sign-off on progress towards completion of Professional Portfolio.

If advisors, at any time, determine that requirements for completion of the Professional Portfolio are not being met, then the candidate will be given feedback and a remediation plan will be developed.

Documentation of activities is required for completion of the Professional Portfolio. Some flexibility will be necessary, and guidance will be provided by approving faculty. In general, photocopies or scans of documents proving participation are expected (e.g., receipt for attendance at a conference or sign-up sheet for volunteer activities). For activities that are supervised, a brief statement of the candidate's participation with the signature of the supervisor should be submitted.

For all participation activities (e.g., advocacy activities), the candidate should submit a detailed description of what was done (including dates, time, location, etc.), and a brief commentary on the relevance and value of that activity.

#### **Time Frame**

During orientation, faculty will orient students to the Professional Portfolio. Students are advised to plan early for completion of components of the Professional Portfolio. Meetings with advisors should include discussions of progress towards completion of the Professional Portfolio. If a student has an original activity that is not included in the description below, the activity must be approved by the advisor prior to completion or the student may not receive credit.

### **Professional Portfolio Requirements**

Graduate students will complete the following requirements to demonstrate professional practice competencies.

**Paths for Continuing Education** – Graduate students will have the opportunity to explore paths for continuing education, demonstrate agency in their professional development, and demonstrate professional practice competencies based on their choice of activities related to the profession of speech-language pathology. Students will complete (1) CITI training for social and behavior research; and (2) one of the following activities.

- Completion of a poster presentation at a faculty approved peer reviewed conference or workshop
- Attendance at an ASHA approved regional, state, national, or international conference
- Completion of externship sponsored training/CEU events relevant to a clinical population(s)
- Completion of an ASHA approved online CEU modules

**Advocacy** – Graduate students will demonstrate accountability, communication, and professional duty through participation in at least two advocacy activities. Examples include but are not limited to the following:

- Participating in the development or maintenance of a support group
- Engaging with local agencies to provide information to support self-advocacy in client populations
- Providing substantial assistance to a client in obtaining other professional and/or support services
- Organizing a seminar or meeting for families of children with disabilities
- Participation in professional-related activities, i.e., a career or student fair where handouts are given about the profession of SLP, NSSLHA events/activities, activities focused on increasing awareness of communication disorders, i.e., communication walks for awareness of a disability.
- Volunteer service at skilled-nursing facility, hospital, school or community group

**Professional Duty** – Graduate students will demonstrate knowledge of the requirements to securing and maintaining a professional position in the field of speech-language pathology through completion of the following activities.

- Students will complete a professional resume to demonstrate education, experience, and skills obtained to secure professional employment.
- Students will develop a procedural timeline for ASHA certification and state licensure.
- Students will complete online modules to demonstrate the role of clinical teaching and supervision.

**Cultural Competence/Humility** – Graduate students will demonstrate cultural competence/humility through completion of two activities including but not limited to:

- Development and promotion an online learning module related to cultural and linguistic assessment and intervention
- Participation in university cultural diversity activities (e.g., semester book club)
- Participate in clinical preventative activities for minoritized populations (e.g., parent literacy training)



Documentation must be provided for each of the activities. Documentation should be scanned for an e-file.

**Name:** \_\_\_\_\_

**Advisor signature of progress at mid-point:** \_\_\_\_\_

**Advisor signature of completion:** \_\_\_\_\_

Category	Score Yes/No at mid-point	Score Yes/No at completion
Path to Continuing Education (2 activities)		
Advocacy (2 activities)		
Professional Duty (3 activities)		
Cultural Competence/Humility (2 activities)		

**Submission of Comprehensive Portfolio Examination**

Graduate students should submit to the advisor and chair one electronic version of the Professional Portfolio, including the signed Professional Portfolio Scoring Form, once all the requirements have been met.

## **Appendix E**

### **Comprehensive Exams**

Graduate students will be required to complete comprehensive examinations in partial fulfillment of a graduate degree in speech-language pathology.

#### Comprehensive exams

Students are required to complete comprehensive exams in the big 9 scope of practice areas (i.e., articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, augmentative and alternative communication needs). Students will have three hours to complete the exam. Students must pass the test with 80% accuracy.

If a student does not pass each scope of practice area with 80% accuracy, the student must meet with instructor and complete an oral task as a continuation of the exam. At this point, the instructor may choose to accept the student's response as efficient and award a passing score OR award the student a fail.

If the student is awarded a failing score in more than one scope of practice area, the student will not meet the requirements for graduation.

### **Guided Research Project** (optional)

1. Students will complete a research project under the supervision of a faculty mentor. Students will be required to write a manuscript of his/her work. The manuscript will be evaluated by an internal research committee.
2. Students will select a faculty mentor(s) to chair research project. The student will also select two faculty members to serve as his/her research committee. The chair and committee members will serve as reviewers of the final research document.
5. Students must provide all committee members with a copy of the research manuscript during the first month of their final semester to allow for revisions and successful completion of this requirement.

Procedure for evaluating research products: Committee members will evaluate research products based upon designated rubrics for review, qualitative and experimental research designs. Committee members will select one of four options for assessing the research.

1. **Approved:** The written manuscript requires minimal edits. The student demonstrates competency in the research process through the oral defense.
2. **Approved and needs revisions:** The study design and written manuscript is acceptable, but requires major revisions. The student demonstrates competency in most aspects of the research process.
3. **Approval pending committee recommendations:** The written manuscript is missing integral components. The student does not demonstrate competence in the research process, but does so as the result of the committee's suggestions and edits to the manuscript.
4. **Fail:** The written manuscript and study design has major flaws. The student is unable to demonstrate competency in the research process.