
Communication Sciences & Disorders Program

University of Virginia
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Getting Started

Introductions

Academic Instructors

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Barone</td>
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</tr>
</tbody>
</table>

Clinical Instructors

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
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<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Mason</td>
<td>924-0542</td>
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<td>Ms. Rehm</td>
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<tr>
<td>Dr. Roush</td>
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<tr>
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</tr>
<tr>
<td>Ms. Traub</td>
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<td>B-059</td>
<td><a href="mailto:jrt2t@Virginia.edu">jrt2t@Virginia.edu</a></td>
</tr>
</tbody>
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Office Support

<table>
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<tr>
<th>Name</th>
<th>Phone</th>
<th>Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Vickie Thomas (Office Manager)</td>
<td></td>
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</tr>
</tbody>
</table>

You

You are now an Associate Clinician and a graduate student “in good standing” in the Communication Sciences & Disorders Program.

Administrative Structure and Officers

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Sciences &amp; Disorders Program</td>
<td>Randall Robey, Program Director</td>
</tr>
<tr>
<td>Department of Human Services</td>
<td>Scott Gest, Chair</td>
</tr>
<tr>
<td>Curry School of Education</td>
<td>Robert Pianta, Dean</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>James Ryan, President</td>
</tr>
</tbody>
</table>
Some Tasks for the Next Few Days

1. When we take our first break today, return your completed contact info sheet to me.

2. Read the *Graduate Student Handbook* carefully and, complete the …

   Confirmation of Student Verification Form: Understanding Regarding Policies, Procedures, and Practices

   Place this in my mailbox by Friday, September 7 (Bavaro 212).
University Calendar

Note that this is the Academic Calendar. This applies to regular classes. The Clinic Calendar is different. It applies to all things clinical. Don’t confuse the two.

<table>
<thead>
<tr>
<th>Fall</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses begin</td>
<td>August 28</td>
</tr>
<tr>
<td>Reading Days</td>
<td>October 6-9</td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>November 21-25</td>
</tr>
<tr>
<td>Courses end</td>
<td>December 7</td>
</tr>
<tr>
<td>Reading Day</td>
<td>December 9</td>
</tr>
<tr>
<td>Final Exams</td>
<td>December 10-18</td>
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</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses begin</td>
<td>January 14</td>
</tr>
<tr>
<td>MLK Holiday</td>
<td>January 21</td>
</tr>
<tr>
<td>Spring recess</td>
<td>March 9-17</td>
</tr>
<tr>
<td>Courses end</td>
<td>April 30</td>
</tr>
<tr>
<td>Reading Day</td>
<td>May 1</td>
</tr>
<tr>
<td>Final Exams</td>
<td>May 2-10</td>
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See [http://www.virginia.edu/registrar/calendar.html](http://www.virginia.edu/registrar/calendar.html)

N.B.: Classes are in session on Labor Day
## Fall Courses

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Room</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHS 4020</td>
<td>Clinical Phonetics (3)</td>
<td>Hoffman</td>
<td>Ruffner G004</td>
<td>TR</td>
<td>2:00-3:15</td>
</tr>
<tr>
<td>EDHS 7040</td>
<td>Cognitive Linguistic Development (3)</td>
<td>Hoffman</td>
<td>Dell 2, 100</td>
<td>TR</td>
<td>9:30-10:45</td>
</tr>
<tr>
<td>EDHS 8090</td>
<td>Disorders of Language I (3)</td>
<td>Hilton</td>
<td>Dell 2, 101</td>
<td>TR</td>
<td>11:00-12:15</td>
</tr>
<tr>
<td>EDHS 7090</td>
<td>Disorders of Voice &amp; Resonance (3)</td>
<td>Barone</td>
<td>Ruffner G006</td>
<td>TR</td>
<td>9:30-10:45</td>
</tr>
<tr>
<td>EDHS 7120</td>
<td>Prevention, Intervention, Assessment (3)</td>
<td>Hilton</td>
<td>Dell 2, 101</td>
<td>MWF</td>
<td>8:00-8:50</td>
</tr>
<tr>
<td>EDHS 7060</td>
<td>Phonology and Articulation (3)</td>
<td>Hilton</td>
<td>Dell 2, 101</td>
<td>TR</td>
<td>8:00-9:15</td>
</tr>
<tr>
<td>EDHS 4050</td>
<td>Introduction to Audiology (3)</td>
<td>Roush</td>
<td>Ruffner G004</td>
<td>MWF</td>
<td>9:00-9:50</td>
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<tr>
<td>EDHS 7190</td>
<td>Neuroanatomy &amp; Neuropathology … (3)</td>
<td>Barone</td>
<td>Ruffner G006</td>
<td>TR</td>
<td>5:00-6:15</td>
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<tr>
<td>EDHS 8020</td>
<td>Disorders of Communication: AAC (3)</td>
<td>Loncke</td>
<td>Ruffner G004</td>
<td>TR</td>
<td>8:00-9:15</td>
</tr>
<tr>
<td>EDHS 7180</td>
<td>Aural Habilitation and Rehabilitation (3)</td>
<td>Bobsin</td>
<td>Ruffner G004</td>
<td>F</td>
<td>1:00-7:00</td>
</tr>
<tr>
<td>EDHS 8691</td>
<td>Clinical Practicum Staffing Mtg. (3)</td>
<td>Hilton</td>
<td>TBA</td>
<td>F</td>
<td>11:00-12:00</td>
</tr>
<tr>
<td>EDHS 8170</td>
<td>Clinical Externship – Schools (1-7)</td>
<td>Hilton</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>EDHS 9998-8</td>
<td>Internship: Com. Dis.: SLP (1-12)</td>
<td>Hilton</td>
<td>-</td>
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<td>-</td>
</tr>
</tbody>
</table>
The Four Most Important Factors for Success

Let’s put the next couple of years in perspective: The only reason for obtaining a masters degree in Speech-Language Pathology is to become a practicing SLP in an entry-level position of your choice -- as a means for (a) starting your career on your terms and (b) obtaining the Certificate of Clinical Competence. The only reason for taking the position you want and obtaining your CCC is to make you eligible for the series of positions you will want to hold throughout your career.

The only definition of success in graduate school, and the only successful outcome for the masters degree, is demonstrated clinical and professional competence. Notice that grades do not rise to the level of a successful outcome. The crucial point here is that good grades don’t make an SLP; only mastering the skill set of an SLP makes one an SLP.

Now, of course good grades are important to all of us, and obtaining the degree is impossible without them. But, and this is the important point here, approaching any class with a view to “how do I get an A in this class” is a flawed strategy in grad school. Grad school is not like another couple of years of the undergraduate experience. The masters is a professional degree, and above all else, it’s a clinical degree that is all about demonstrating professional competence.

The most important factors in grad school for achieving your goals are …

• progressively demonstrating mastery of clinical competencies across the range of the SLP Scope of Practice.
• progressively demonstrating independence in making high-stakes clinical decisions.
• progressively demonstrating professional conduct and interpersonal workplace skills.
• progress toward degree completion.

Now, take a look at our M.Ed. mission statement.

“The graduate program in speech-language pathology at the University of Virginia provides academic and clinical instruction for establishing the knowledge and skill base necessary for (a) completing the Masters degree, (b) becoming a credentialed speech-language pathologist, and (c) practicing speech-language pathology in an entry level position. That knowledge and skill base conforms to the scope of practice as defined by the American Speech Language Hearing Association.”

So, little surprise then that, everything we do throughout the next couple of years is aimed directly at clinical competence. In fact, each class and each clinical experience is tied to a specific set of clinical competencies, or learning outcomes. Professors will list the learning outcomes associated with their courses in their syllabi. The entire collection of learning outcomes, or performance objectives, are listed in the Knowledge and Skills Tracker document.
A Strategy for Achieving Success

We want nothing more than to see you succeed. We are rooting for you at each and every step along the way. You are part of ‘us’ now. You and we are the Communication Sciences & Disorders Program at the University of Virginia. Literally, you were handpicked to be here. We don’t offer junior, initiate, auxiliary, or probationary invitations. You are here because we want you here; you are one of us; we stand together; and we take good care of our own.

Further, your success is our success. Our job is to prepare you for the career you seek. We take that very seriously.

But, one stubborn fact endures without waiver: You must stand and deliver. We must see you demonstrating the broad range of clinical and professional competencies required of an SLP. We help in any way we can to get you to that point, but you alone must demonstrate those competencies. Take a long look at the third page of the ASHA Membership Application (last page of the Tracker). At graduation, faculty members must check each and every box indicating that we have witnessed you demonstrating a particular competence. Otherwise, the CCC-SLP is impossible to attain.

Why is that?

In endorsing a new alum to ASHA, we are saying (vouching) that this individual is safe and effective in providing best-practice care to individuals with communication disorders. For SLPs, our first priority is always individuals with communication disorders. They trust that we will be there for them, and that we provide them the best services possible at all times. We do not let them down. The ASHA Code of Ethics demands of faculty members that we cannot waive or ignore one or more clinical competency(ies) in asserting that a new SLP is safe and effective. More than that, (a) our unfailing commitment to individuals with communication disorders, (b) our sense of professional ethics, and (c) our commonsense notions of right and wrong, just won’t allow us to go there.

• So, as partners in your clinical education, how do we make this work?
• How do we get to the point where we can easily check off all the right boxes on your ASHA application?
• How do we get to the point where we can write enthusiastic letters of recommendation?

Let’s start with establishing a common understanding. No faculty member expects a grad student to know everything right away. Expanding your understandings and competencies is why you’re here, and it’s why we are here. To the extent that you succeed, we succeed. So, we have a job to do together. That means we want and need you to be our partner in your education – in turn, that means we need to see you being proactive in your clinical education.
This Strategy Works (and works very well)

Ask Questions

Sometimes, students perceive that the most safe, and therefore the best, approach to class and clinic is not asking questions or speaking up – even when the prof is inviting questions. Through that strategy, one incomplete understanding cannot help but lead to more and more incomplete understandings.

So, here are two inviolate ground rules:

1. Faculty members are absolutely committed to making class and clinic absolutely safe for any and all questions. There is no ‘bad’ question in the pursuit of becoming a competent SLP. No such question can ever lead to any sort of negative assessment, period.

   Asking questions is a very positive attribute. Furthermore, if you have a question bouncing around in your head, some form of that same question is likely bouncing around in the heads of 25% or more (and sometimes all) of your classmates.

2. There are no wrong answers to questions posed by profs. No answer/response can lead to any sort of negative assessment. The fact of the matter is that there are often multiple right answers to a prof’s question – and sometimes even a ‘right’ answer that the prof hasn’t yet considered.

   If you are thinking it, likely 25% or more of the class members are thinking some variation of the same thing. When a prof asks a question, what s/he is really doing is trying to get a discussion started for sorting things out. It’s not a test. Any answer can be as wrong as the day is long, and that’s very OK. Every answer is a starting point for a discussion that eventually leads to the range of correct answers.

So, ask questions. Ask early and ask often. Answer questions as freely as you breathe. Take responsibility for learning. Participate. We look for participation. We prize participation.

Propose Your Own Well-Reasoned Ideas

In one way or another, this document keeps making the point that our shared goal is for every student to become an independent clinical decision maker. Another recurring theme is the necessity of demonstrating competence. A third theme asserts that we expect students to progressively grow in mastering the various competencies.

These three notions naturally combine in a strategy of approaching faculty in the clinic and class with well-reasoned proposals – as opposed to asking questions based in dependency. Proposals from new students are often under-informed, but that’s natural and it happens all the time. We
expect that. As your information-base and experiences progressively grow, your proposals will correspondingly improve. Proposals communicate (to us) proactive learning leading progressively toward independence. That’s the prize. You just need practice in getting there. So, practice, practice, practice!

And don’t be discouraged when a prof wants to bend, tweak, or replace a proposed action. Like answers to questions, proposals are starting points for a process ultimately leading to competent clinical decisions. We will get there. We just need to see you working at it.

**Come Prepared to Class and Clinic**

With preparation, the quality of questions, answers, and proposals all sharpen and enhance. Your level of preparedness is a direct indicator of your proactive approach to your clinical education.

**This Strategy Doesn’t**

Faculty members, ASHA, the professional community, employers, and clients all expect that a clinician’s competencies are permanent and always expanding. So, conversations based in (a) trying to determine what a prof wants to hear, (b) soliciting hints, and (c) seeking grace in phrases like,

- “I worked very hard on that.”
- “I tried my best.”
- “I didn’t have time to prepare as much as I would have liked.”
- “I did understand that, but it’s been a long time.”
- “What should I do?”
- “I’m not sure what you are looking for.”
- “I always have trouble with this.”
- “I thought I was prepared, but now I’m confused.”
- “I didn’t know I’d have to do this today.”

will instead lead only to failure and set back.

The sole objects of a practicing SLP is independently enhancing quality of life through improved communication, and improving educational outcomes through improved communication. Our professional life is a simple trade: we trade achieving those results for a salary. The next raise, the next promotion, the next job all depend upon delivering those results. Working hard but failing to deliver those results is a shortfall in the trade and a career limiting outcome.
Planning, Monitoring, and Managing Success

The Knowledge and Skills Tracker

Introduction

The Knowledge and Skill Tracker is the UVA document for tracking student progress in terms of mastering the performance objectives. The last page of the Tracker is the Certification Verification Form from the ASHA Membership Application Form. To become certified, all boxes in this form must be checked in the affirmative by the Director who must sign the form in vouching for the accuracy of the information.

The Tracker is an incredibly important document for you. It lists all of the performance objectives you must successfully demonstrate throughout graduate matriculation – 165 in all. In each course, some number of the 165 performance objectives (POs) are taught and assessed. The assessment of Performance Objectives includes continuing re-assessments throughout grad school (not just once).

Carefully read the Performance Objective section of the Handbook – pages 29-33.

Expectations Around Performance Objectives

Our expectations regarding progress in mastering the Performance Objectives is straightforward. The importance of satisfactory progress in this regard cannot be overestimated.

- A student is expected to demonstrate each of the Performance Objectives associated with each class.
  
  - Failure to do so will invoke an Improvement Plan.
  - The Improvement Plan must be successfully completed within 12 months.
  - Clinical privileges may be suspended during that time.

- Once a Performance Objective is established, a student is expected to improve her performance with time.
  
  - If a student fails to demonstrate a Performance Objective successfully after it has been established. Credit for the Performance Objective is removed from the Tracker and an Improvement Plan is implemented.

- Students are expected to actively monitor their progress in completing the Performance Objectives by maintaining their own copy of the Tracker document.

This system is based upon the notion that clinicians are always improving their skill set. Doing something right once does not remove the professional obligation to continue not only getting it right, but further enhancing one’s skills.
Every Spring, we review progress on the Tracker together. An updated Tracker will be distributed and, after inspection, corrections made if necessary. The Program will provide each student an updated individualized Tracker following each review.

**Beyond the Tracker: On-Going Faculty Observations and Interventions**

The academic, professional, and clinical growth of each graduate student is our highest priority. Faculty members are always monitoring the educational progress and clinical growth of every student. We observe, consult with one another, conduct interventions, and monitor the success of those interventions. “Student Progress” is a standing agenda item in every Faculty Meeting and in every meeting of the Clinical Services Committee. When a faculty member nominates a student for discussion, that student remains on the agendas of future meetings until the growth issue is resolved. Why do we do that?

Providing a good clinical education is a lot like providing a good clinical service: faculty (a) screen for signs of difficulty/struggling/slow-progress, (b) examine the seeming difficulty/struggling/slow-progress to understand what’s really going on, (c) intervene/nurture to relieve difficulty/struggling and improve progress, and (d) monitor students to determine the success of our efforts.

Rest assured that we will never engage in snooping or fault finding; that sort of thing is inappropriate and counterproductive and so antithetical to achieving our shared goal. Rather, we keep our collective eyes open so that we can provide each student the information they need for success, when they need it.

So, faculty members gather together in formal and in ad hoc meetings on an ongoing basis, to decide on a growth-intervention plans and implement them ASAP. It is very important to faculty members that we are each on the same page with respect to every student’s growth. No one of us makes a major decision about a student without consulting with the group.

**Beyond the Tracker: Your Observations, Self Assessments, and Questions**

Understand that guided self-assessment is the start of a normal and ongoing professional-growth process. Every student clinician in every university goes through it. Every practicing SLP has gone through it and continues to do so through Continuing Education requirements for certification and licensure. Faculty members have all gone through it. In fact, we continue that process to this day through feedback and self-reflection.

If you have a need before we perceive it, if you are uncertain about anything whatsoever, just come to us and start the conversation.

We love it when you do that!
Communicating With One Another

When We Have Something to Say to You

From time to time, our responsibilities include stepping in to change the growth curve of how a student is doing something – something that will limit/constrain their success in grad school and in their careers. In a sense, growth intervention is professional grooming.

So, a growth intervention is a good thing, and definitely not a bad thing. It’s just a necessary course adjustment on the path to success. We will always intervene privately, as minimally as we can, and as deftly as we can. In the best circumstance, we conduct interventions without anyone (other than faculty members) knowing we have done so.

Why do we conduct growth interventions?

Growth intervention is an important means for fulfilling our central purpose: produce SLPs that are fully prepared to enter the workforce. Being competitive in the workforce and setting off on a successful professional career requires a vast skill set. Some of those skills are technical (e.g., how to select an appropriate test, administer it correctly, interpret the results correctly, and so forth). Some of those skills center on professionalism, professional interpersonal communications, business acumen, time management, and a fair measure of common sense. We must address both types of skills. As a result, instructing an Associate Clinician means that, from time-to-time, we may have something to say about things like …

interpersonal awareness of self (e.g., dress, presentation of self, attitude)
interpersonal awareness of others
interpersonal communications
communicating with other professionals
communicating with a child’s parent
forming a professional relationship with a child
preparedness
timeliness
honesty
trust
commitment
follow through
accurate data collection
clinical growth and progress
independent problem solving
transferring class content to clinic
initiative and responsiveness to supervision
adapting to changing clinical conditions in real time.
We will always be discrete. We will always expect positive change. Always listen carefully and adapt accordingly.

All interventions will come in the form of constructive instruction for developing the skill set necessary for establishing and maintaining a successful career. Think of it as sincere advice or guidance from someone who cares for your welfare.

These quiet comments will always be free of any sort of value judgment. Never will they mean that you are in some sort of trouble, or that your grade is in jeopardy.

These quiet comments will always be about building your competencies and fostering clinical and professional growth. They will never be personal.

These quiet comments will always be offered as privately and respectfully as we can possibly make them. Never will we betray a confidence.

**When You Have Something to Say to Us**

We want to hear from you. Feedback from our students is an important source of information for revising, updating, and improving our Program. Because we feel communications between students and faculty are so important, we have set up four means for us to exchange information.

First, please feel free to *speak with any faculty member* at any point. As Director, I will be pleased to sit down and discuss questions and concerns (individuals or small groups) whenever that could be helpful. If one of us is not immediately available (which may be the case), just email/drop-in/call to set up an appointment.

Second, *NSSLHA can act as your representative*. One or more student representative(s) for NSSHLA can speak with the Director at any point. Communicating student ideas, questions, or concerns to the Director is one of their responsibilities.

Third, student-faculty communication is the raison d’être for *the Ombuds Committee*. The Committee has three roles: student representation, student advocacy, and conflict resolution. Committee membership comprises a student representative Ms. Ruth, Dr. Loncke, and Dr. Hoffman. Each of them is charged with (a) communicating ideas/concerns/questions to the Director and to do so anonymously, and (b) communicating back to the student what actions were taken.

Lastly, students are invited on a random basis to informal meetings called *Director’s Roundtable Meetings*. Eventually, every student is invited to a DR meeting. It is a safe and informal means for sitting down with me and telling me what I need to hear.
Annual Student Assessments

At the beginning of each Spring Semester, Communication Disorders faculty members meet to review the academic and clinical progress of each Associate Clinician in the graduate program. Concerns (if there are any) are conveyed to the Associate Clinician by a faculty member during a subsequent meeting. The purpose of this process is to allow problems that may affect an Associate Clinician’s academic and/or clinical progress to be addressed early and to assure that Associate Clinicians receive support when it is needed.
Annual Student Progress Evaluation
Spring 2019

Name __________________________

Rating Codes:  P = Positive Progress,   C = Potential Concern,   I = Improvement Needed

Academic Progress

1. Satisfactory Progress on Performance Objectives
2. Professional conduct is evident
3. Demonstrates constructive and professional attitude
4. Is prepared for class
5. Participates in class
6. Work is thorough
7. Work is prompt
8. Writing skills
9. Interpersonal communication skills
10. Academic performance
11. Progressing through the curriculum on schedule
12. Demonstrates growth toward independence
13. Demonstrates initiative & good work ethic

P: Positive progress is noted. Every “P” note is a positive comment affirming your learning and growth. These are areas of your performance in which you are meeting expectations. Good for you!! You are doing well and making us proud.

C: We are communicating a potential concern. Interpret this as an “early heads up” note. This is an area where there is not yet a problem, however your performance in this area is not as strong as we expect. You need to pick up your game and polish your performance in this area to prevent the possibility of it becoming problematic in the future. All “C” notations are provided in the spirit of pointing your attention to an area of your performance that, if left unchecked, will become a growth/progress obstacle for you in the future.

I: This is an area of your performance that needs improvement. This is an emerging or present area of difficulty that will need to be specifically remedied right away. Additional information or instructions are provided in the comments section below.

Clinical Progress

15. Demonstrates self-awareness & self-reflection
16. Professional conduct is evident
17. Demonstrates constructive and professional attitude
18. Prepared for clinical appointments
19. Is flexible and adapts to changing conditions
20. Responds to supervision / follows recommendations
21. Growth in professional speaking skills
22. Growth in professional writing skills
23. Interpersonal communication skills
24. Growth in clinical competencies
25. Growth toward independence
26. Accepts new assignments
27. Volunteers for announced opportunities
28. Integrates academic info into clinical performance
29. Responsibility in clinic planning & problem solving
30. Demonstrates initiative & good work ethic
31. Seeks out additional resources as necessary
32. Demonstrates caring & empathy

Program Citizen

33. Professional conduct is evident
34. Demonstrates constructive, professional attitude
35. Uplifts and supports colleagues
36. Appropriately handles stress
37. Involved in Program activities and NSSHLA
38. Actively engaged in the Program
39. Demonstrates initiative & good work ethic
Sources for Information and Support

Some Important First-Stop Sites

American Speech-Language-Hearing Association
http://www.asha.org/

National Student Speech Language Hearing Association
https://www.nsslha.org/

National Black Association for Speech-Language and Hearing
http://www.nbaslh.org/

Speech-Language-Hearing Association of Virginia
https://www.shav.org/

Communication Disorders Foundation of Virginia
http://www.cdfvirginia.org/

ASHA Certification

http://www.asha.org/certification/

Certification Standards
http://www.asha.org/Academic/accreditation/accredmanual/section3.htm

Application for Certification
http://www.asha.org/certification/SLPCertification.htm

http://www.asha.org/uploadedFiles/2014-SLP-CCC-Application-Standards.pdf#search=%2222014%22

https://www.asha.org/certification/recommended/

Grad School

UVA Bookstore
http://uvabookstores.com/shop_textbooks.asp

UVA Graduate Record
http://records.ureg.virginia.edu/index.php
(select the Grad Record in the drop down box)
(hard copies are available in Newcomb Hall and in the Registrar’s Office)
Academic Calendar
   http://www.virginia.edu/registrar/calendar.html

Exam Schedule
   http://www.virginia.edu/registrar/exams.html

Canvas
   curryvirginia.instructure.com

Student Financial Services
   http://sfs.virginia.edu

Registration
   https://sisuva.admin.virginia.edu/psp/epprd/EMPLOYEE/EMPL/h/?tab=PAPP_GUEST

Making the Transition to Charlottesville and Grad School

Graduate Guide
   http://www.virginia.edu/graduateguide/

Charlottesville Bus Schedules and Routes

UVA Bus Schedules and Routes
   http://parking.virginia.edu/university-transit-service

Student Support Services

Harassment, Abuse, Violence Prevention

Not on Our Grounds
   https://notonourgrounds.virginia.edu/

Just Report It
   http://www.virginia.edu/justreportit/

Safety

Safety Tips
   http://uvapolice.virginia.edu/safety-tips-0
Blue Light Phones
http://uvapolice.virginia.edu/blue-light-phones

Safe Ride
https://advising.virginia.edu/resources/safe-ride/

Lighted Pathways

Reporting an Incident
http://odos.virginia.edu/incident-reporting-safety

Shelter for Help in an Emergency
http://www.shelterforhelpinemergency.org/

All Things Safety: Office of the Dean of Students
http://odos.virginia.edu/student-safety-resources

University Police
http://www.virginia.edu/uvapolice/

**Health Related Services**

SDAC Student Health
http://www.virginia.edu/studenthealth/

Students with Disability Access Center (SDAC)
http://www.virginia.edu/studenthealth/sdac/sdac.html

Center for Alcohol and Substance Education
http://gordiecenter.studenthealth.virginia.edu/

Counseling and Psychological Services
http://www.virginia.edu/studenthealth/caps.html

Accessibility Maps
https://www.fm.virginia.edu/depts/operations/ges.html

**Multicultural Competency, Celebration & Support**

Multicultural Student Services
Home page: http://multicultural.virginia.edu/
Cultural Awareness Programs: https://multicultural.virginia.edu/cultural-awareness-programs-and-initiatives
Student Groups

Black African American
Office of African American Affairs:  http://oaaa.virginia.edu/
OOAA Peer Advising Program:  https://oaaa.virginia.edu/peer-advisor-program-0

Hispanic / Latinx
Peer Mentoring Program:  https://advising.virginia.edu/resources/latinx-peer-mentoring-program-pmp/

International Students
International Students and Scholars Program  http://issp.virginia.edu/
Center for American English Language & Culture:  http://caelc.virginia.edu/

Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Center
LGBTQ Student Services:  http://lgbtq.virginia.edu/
The LGBTQ Center:  http://lgbtq.virginia.edu/lgbtq-center

Middle Eastern / North African
Mentoring Program:  https://advising.virginia.edu/resources/middle-eastern-mentoring-program-memp/
M.E. Leadership Council:
https://atuva.student.virginia.edu/organization/middleeasternleadershipcouncil

Native American
https://advising.virginia.edu/channels/native-american/

Pacific Islander / Asian Americans
https://advising.virginia.edu/channels/pacific-islander-asian-americans/

Students with Children
https://career.virginia.edu/specific-populations/students-children

Students with Disabilities
Student Disability Access Center:  http://studenthealth.virginia.edu/sdac
Read & Write Access:  http://its.virginia.edu/software/displayPackages.php?tId=70
Transportation & Parking:  http://parking.virginia.edu/services-people-disabilities-0
Accessibility Maps:  https://www.fm.virginia.edu/depts/operations/ges.html

Veterans
Using Veteran’s Benefits:  http://sfs.virginia.edu/military/veterans

Women
Maxine Platzer Lynn Women’s Center:  http://womenscenter.virginia.edu/
Women’s Leadership Development Program:  https://studentactivities.virginia.edu/wldp
Computing

Instructional Technology and Computing
  http://its.virginia.edu/

Canvas
  curryvirginia.instructure.com

ITC Help Desk
  http://www.itc.virginia.edu/helpdesk/

Proxy Account for Accessing Protected URLs from Off Grounds (e.g., library services)
  http://its.virginia.edu/network/proxy/

UVA Anywhere (VPN account) for accessing full UVA Services from Off Grounds
  http://itc.virginia.edu/network/vpn/

As an incoming student, you're entitled to download and use a boatload of U.Va.-licensed software. To get access to your stuff, go to ITC’s Software Central at
  http://its.virginia.edu/software/displayTitles.php?catId=0.
University of Virginia Honor Code

The UVA Honor Code holds paramount importance for us in the classroom, in the clinic, and in offsite locations. We are a community of trust. Please refer to page 19 in the Graduate Student Handbook for a full explanation.

Policies on Non-Discrimination and Harassment

Equity with respect to gender, sexual orientation, age, race, creed, national origin, or disability is essential for our Associate Clinicians, our clients, and all our co-workers. The University of Virginia is committed to the total development and well-being of all members of the University community - students, faculty, staff, and the public. In support of this commitment, the Office of Equal Opportunity Programs (EOP) helps develop, implement, and monitor the University's equal opportunity policies, including those relating to nondiscrimination and affirmative action.

EOP is guided by ideals embedded in the University's mission to support a community of excellence in teaching, service, and scholarship. These ideals are respect, integrity, openness, consideration, justice, responsibility, individuality and collective strength.

All policies pertaining to all forms of discrimination are found on the web pages of the Office of Equal Opportunity and Civil Rights Programs at the University

- https://eocr.virginia.edu/
- http://uvapolicy.virginia.edu/policy/hrm-009
- https://uvapolicy.virginia.edu/policy/HRM-041

Discriminatory harassment is contrary to University policy and may also be illegal. The University defines discriminatory harassment as:

1. Conduct that conditions a person's employment, enrollment as a student, or participation in University activities on that person's age, color, disability, sex (including pregnancy), national or ethnic origin, political affiliation, race, religion, sexual orientation, or veteran status, unless otherwise permitted or required by applicable law; or

2. Employment or academic decisions made in retaliation for a person's unwillingness to submit to such conduct, or benefits or privileges provided as a result of such submission; or

3. Conduct of any type (oral, written, graphic or physical) directed against a person because of his or her age, color, disability, sex (including pregnancy), national or ethnic origin, political affiliation, race, religion, sexual orientation, veteran status, or participation in a University, state, or federal discrimination investigation AND
which also unreasonably interferes with the person's work or academic performance or participation in University activities, or creates a working or learning environment that a reasonable person would find threatening or intimidating.
The 2018-2019 Graduate Student Handbook

The Communication Sciences & Disorders Program is governed by four cardinal documents.

- On Boarding Manual
- Graduate Student Handbook
- Policy and Procedure Manual for the UVA Speech Language Hearing Center
- Faculty Policy and Procedure Manual

These four documents-of-record guide our day-to-day decisions. The first two documents address student matters. The second two address faculty matters.

The Graduate Student Handbook contains the policies, procedures, and practices that govern the Masters program with respect to student matters.

The Handbook is meant to provide every student with exactly the same information in terms of (a) how things work, (b) expectations on performance, and (c) guidance for success. It is written with great care. Each year, the faculty re-examine it carefully and revise it accordingly.

Understand that faculty members rely upon the Handbook to govern the Program. Answers and solutions for just about every question or problem are addressed in the Handbook. It is important to read it, understand it, and follow it closely. We mean every word. We stick to it. We won’t forget what we have written; neither will we disregard what we’ve written.

For now, we will emphasize a few sections of the Handbook today that are most relevant for getting ourselves up and running. But, be sure to inspect the entire document.

Advisement: An Overview

Advisement Coordinator

Dr. Loncke is our Advisement Coordinator. He is your assigned advisor. He will work with each Associate Clinician in making all advising decisions. He will also work with faculty in implementing those decisions.

Forming and Revising the Program of Study

Assuring that each Associate Clinician meets (a) all the requirements for ASHA certification, state credentials, and (b) all the requirements for the masters degree by the time of graduation means we must be careful, disciplined, and thorough in making advising decisions on a student-by-student basis. The Track I and Track II curricula have been carefully mapped out as templates. We adapt the template to each student’s situation to produce your Program of Study. It is your roadmap to graduation.
The Program of Study is designed to achieve four goals:

- Meet the various requirements for graduation as efficiently as possible,
- Meet the various requirements for ASHA certification,
- Meet the various requirements for certification in Virginia public schools, and
- Provide the basis for the maximum amount of financial-aid disbursements.

Our objectives in advising go beyond assuring that students fulfill various requirements. As a faculty, we set two additional goals for ourselves. First, we strive to make advising decisions that are as fair, even-handed, and consistent as we can make them. Simultaneously, we recognize that each student’s background and needs differ and may change from time to time. Our second goal then is to know our students as individuals, work closely with them in optimizing the Program of Study, and revise it appropriately if circumstances change.

To meet these two goals, only one person has authority to form and revise a Program of Study: Dr. Loncke.

- Only the assigned advisor can formulate your academic Program of Study.
- Only the assigned advisor can authorize changes in your academic Program of Study.
- Only the assigned advisor can authorize credit for courses taken at another university.
- All issues must be discussed with the assigned advisor before they are taken to the next administrative level.

**Why Are Advisement Decisions so Critical?**

You must satisfy several distinct but overlapping sets of academic and clinical requirements for four different organizations.

A. Master’s degree

Our curriculum satisfies all of the requirements of the Communication Sciences & Disorders Program, the Curry School of Education, and the University of Virginia for the master’s degree.

The go-to documents for the degree are the *Student Handbook* and the *UVA Graduate Record*. 
B. ASHA requirements for professional certification

Because requirements for certification include undergraduate coursework, our masters curricula do not satisfy all of these criteria; our curricula satisfy requirements in *Professional Coursework* and the Track II curriculum satisfies coursework requirements in *Basic Human Communication Processes*.

As an ASHA-accredited program, we are charged with assuring that all certification requirements are met.

C. State requirements for licensure

Most, but not all, states require speech-language pathology practitioners to be licensed. Licensure requirements vary from state to state. There is reciprocity among some, but not all, states. Successful completion of our curriculum fulfills the requirements for licensure in Virginia. A student anticipating practicing in another state will need to contact the licensing board in that state to determine state-specific requirements.

D. State requirements for licensure/certification/endorsement to practice speech-language pathology in the public schools.

Some, but not all, states have additional credentialing requirements for individuals who wish to practice speech-language pathology in the public schools. Again, requirements vary from state to state and there is reciprocity among some states.

Appealing an Advising Decision

A primary goal in advising is to make advising decisions uniform from situation to situation and from student to student -- thereby ensuring fairness to all. Hopefully, all advising decisions work well for both students and faculty. However, students have certain rights and we want you to be aware of them.

- A student wishing to petition for exception to an academic policy should make the case to the advisor who will bring the matter before the entire faculty for a decision.

- A student wishing to appeal an advising decision should make the case to the Program Director Program Director.

- A student wishing to appeal a decision made at the Program level should speak with the EDHS Department Chair, Dr. Scott Gest.

- A student wishing to inquire about an accreditation matter should the Council on Academic Accreditation should be directed through actioncenter@asha.org.
Communications

A preliminary, but essential, step for accessing many UVA computing resources is obtaining a NetBadge account. See [http://its.virginia.edu/netbadge/](http://its.virginia.edu/netbadge/) to begin that process.

E-mail is the primary means of communication in our Program, the Curry School, and the University ([http://www.itc.virginia.edu/accounts/](http://www.itc.virginia.edu/accounts/)).


Many communications from the Program will arrive via e-mail. It is absolutely essential that you check for e-mails from the Program on a regular basis. Sometimes these e-mails will concern a client and your required presence in the SLHC. Sometimes, they will describe required attendance or tasks. The phrase “I didn’t know.” is not a strategy for success in grad school -- so check your e-mail early and often. Check your physical mailbox at least daily.

We e-mail only to University accounts. You can forward your University mail to another ISP account ([https://www.mail.virginia.edu/](https://www.mail.virginia.edu/)). If you change providers, you must change the forwarding configuration right away.

Outside Employment and Clinical Assignments

Understand that providing professional services to clients commands the very highest priority for scheduling. Therefore, clinical assignments command the very highest priority for Associate Clinicians. This is absolute and non-negotiable.

For instance, a fact of professional life is that clients need to change appointments from time to time. Furthermore, a successful clinical practice is a growing practice and that means a flow of new clients seeking services. The unvarnished reality is that we are in the business of educating Associate Clinicians through a professional clinical service; we won’t make decisions about running that service on the basis of individual concerns that have nothing to do with the service. Said differently, clinical assignments are not arranged around any other part of an Associate Clinician’s life.

A student with a job outside the Program must understand that clinical assignments take precedence absolutely -- and previously scheduled commitments do not matter to us. An Associate Clinician refusing a clinical assignment (or abandoning one) forfeits the expectation of graduating on time (refer to the *Graduate Student Handbook*).

All of that said, many students do hold jobs and complete the degree handsomely. It’s a matter of scheduling. And, of course, when we can be flexible, we certainly are flexible.
Background Checks and the Student Verification Form

A fact of professional life is that schools or medical facilities may be sued if some circumstance develops that endangers, or puts at risk, students and patients in their care. If the facts of the matter substantiate the risk or harm, legal recourse is the means for settling disputes in our society. The ramifications of risk or harm to a client are multiplied when it is determined that the employee involved in the incident was hired with a criminal record that should have precluded their employment in client care in the first place. That notion extends without distinction to students providing care in those same institutions. In fact, many schools and medical facilities require a criminal background check for affiliating students. Therefore, we require a criminal background check.

A fact of life for clinical education programs is that students are more likely than not required to present a criminal background check to an Off Grounds practicum site. Understand three things.

- In the normal course of events, all criminal background information that a student provides through the Student Verification form is kept in the strictest confidence among only three individuals: the Director of Clinical Services, the individual responsible for making clinical assignments, and the Program Director. Furthermore, the information will be disclosed to the appropriate personnel in an affiliating practicum site upon their request.

- We ask for this information at the outset of your matriculation so that, if necessary, we can work with you in determining the best means for managing the situation and for protecting your interests. We save ourselves much time and effort when we understand the ramifications of whatever circumstance we must manage. As long as we are in complete and open communication with one another, we will work with you to protect your interests.

- The Program takes a very dim view of being caught unaware with respect to an unexpected hit on a background check. Affiliating practicum sites are precious resources for a clinical education program. Tens and even hundreds of students may affiliate with an Off Grounds practicum site over the years. We will not sacrifice that relationship for one student who has lied to us. A ‘surprise’ outcome on a background check will be taken as a violation of the Honor Code, the assignment will be stopped before it begins, and future assignments are not guaranteed.

The upshot here is that we want to work with our students in a partnership of open and full communication aimed at protecting each student’s interests. If you have something to disclose, we promise you no value judgments, pejoration, or bias in any of our clinical, academic, or personal interactions. We have done this before and we have pretty much seen it all. Most often, we are dealing with some indiscretion that occurred in a person’s life before he or she became focused in their career goals. If there is something to disclose, do it now. Even if you aren’t sure, or even if you think an issue is behind you, disclose it now so that we can be certain.
If we have a problem to solve, come to us and we will go to work with you.

**Written Assignments**

**Writing Style**

For the American Speech Language Hearing Association, the official guide to writing style is the 6th Edition of the *Publication Manual* of the American Psychological Association ([http://www.apastyle.org/](http://www.apastyle.org/)). By extension, the *APA Pub Manual* is the writing guide for the Communication Sciences & Disorders Program. Copies are available through the UVA Bookstore. The APA website contains an abridged, but quite adequate, presentation of the manual contents.

**Plagiarism**

Plagiarism is a serious offense in terms of professional ethics, academic integrity and personal honor. As a matter of cheating and theft, plagiarism is an Honor Code offense. Recently, a graduates Ph.D. degree was revoked when it was learned that he plagiarized some of his dissertation document!

The most frequent form of plagiarism is cutting and pasting from a web page into an assignment. The most frequent excuse is, “I didn’t know.” Both are unacceptable.

It is each student’s responsibility to (a) understand what constitutes plagiarism (including paraphrasing), (b) not commit plagiarism and (c) appropriately attribute another’s work through correct literary citation.

**It’s very important that you** read the following two documents from the UVA Honor Committee:

What Is Academic Fraud?
http://honor.virginia.edu/academic-fraud

What Is Plagiarism?
http://honor.virginia.edu/plagiarism-supplement

**Expectations Regarding Professionalism**

Grad school is about meeting expectations on professionalism – now rather than later. Being a professional is not something we talk about for the days following graduation; being a professional is part-and-parcel of everyday life in our grad school. We expect professional
conduct in clinic and class -- and we will make decisions on grades and performance objectives accordingly.

To prepare graduates for the modern workplace, the SJC is operated as a business. A vital and expanding business means more and better clinical experiences for our Associate Clinicians. Customer service and professionalism are critical for continuing growth. When you are “in the office” (e.g., in the SLHC, in class, in meetings with professors, in a staffing meeting, at externship assignments, and so forth), professional conduct is expected at all times.

**Personal Schedules/Calendars and Workload**

To the extent that we can, we make the Program schedules and workload as quality-of-life friendly as is possible. That said, we have a lot to do and a finite time in which to get it all done. When we can be flexible, we certainly will be flexible. But the facts of the matter are that the workload is heavy, the expectations are high, and the schedule is demanding. It’s grad school.

Now having said all of that, I’ll tell you a very short story as one example taken from many. This is the story of a young woman who commuted from Richmond. She also partnered with her husband in a family occupation. Midway through the program, she delivered twins. The place where we could be flexible was in placing her externships and internship in Richmond. She never missed an assignment. She never expressed a regret about anything on either end of her commute. She finished the Program on time and with distinction. It was surely a challenge. But through a support network of family and friends, disciplined scheduling, and thorough communications, she made it work.

*A little perspective is important. Grad school is temporary. It's a demanding, but relatively short period of time that is necessary to obtain the long-term life style you desire.*

**Managing Stress**

There is no denying that a professional workplace can be stressful. It is no coincidence that grad school is similarly stressful. Managing stress and meeting professional expectations is a skill that must be mastered. If an Associate Clinician is having trouble developing those skills, we will intervene (not to eliminate stress, but to teach skills for managing it).

Quickly grad school becomes very busy and places many demands on a student’s time and energy. The fact of the matter is that every student, sooner or later, has some difficulty adapting to the new set of expectations. I did. Take comfort in knowing that just about every student who has gone before you has made the change and succeeded handsomely -- and you will too. If you experience unusual difficulty in making the change to the expectations of grad school, come and speak with one of your faculty. We want to be helpful and we’ve done this before.
Questions, Suggestions, Concerns, and Complaints

The first step in resolving a concern/complaint is open communication. A student who is not sanguine with some aspect of the Program should first have a discussion with the faculty member most directly involved with that aspect of the Program and explore options for a satisfactory resolution. If a successful resolution is not forthcoming, a student should speak with the Program Director or, alternatively, ask a member of the Ombuds Committee to speak with the Program Director on his or her behalf. An unsatisfactory outcome can always be brought before the next-higher administrative level. The ordering of officers in the appeal process is first Dr. Gest and then Dean Brighton if necessary/

Second level: Chair: Department of Human Services  Dr. Scott Gest
Third level: Assoc. Dean for Undergraduate and Graduate Studies  Dr. Catherine Brighton

A problem requiring the attention of the Council on Academic Accreditation should be directed through actioncenter@asha.org.

The most important step in resolving serious questions is always prevention through open, straightforward, and non-threatening communication leading to positive and productive problem solving.

The faculty hold two important concerns above all others: (1) your preparation for a career in SLP as an alum of the University of Virginia, and (2) the future and wellbeing of the Communication Sciences & Disorders Program at the University of Virginia. If some aspect of the Program needs to be changed to better serve those two interests, it is certainly important that we examine options for making such a change.

We encourage you to become our partners in resolving any unforeseen difficulties through a productive, positive, and goal-oriented process leading to positive solutions that serve the best interests of your career and the best interests our Program.
Dismissal from the Program

Dismissal from the Program occurs for three reasons: (1) academic failure (two grades of C+ or worse), (2) clinical failure (inability to complete the essential functions of a speech-language pathologist), and (3) unprofessional or unethical conduct (including Honor code violations). Examine the policies governing dismissal from the Program found on pages 37-43 in the Graduate Student Handbook.

What Questions Do You Have About the Handbook?
National NSSLHA membership is a Program requirement. It is essential for many classes and particularly for the Clinical Education Seminars and Clinical Research. For that reason, we require that each student become a member (do this soon after September 1). So, become an active member and enjoy many other benefits. I encourage you to think about becoming a leader and a volunteer. The current leadership team is …

President: Aubree Surrency
Vice President: Julia Spong
Secretary: Alexandra Michonski
Treasurer: Berkeley Robins
Educ’l & Prof’l Development Coordinator: Caroline Wilkinson
Community Service Coordinator: Ellie Bryan
Social Coordinator: Anastasia Yonkatis
Public Relations Coordinator: Emma Rooney
Graduate Ombudsperson: Julia Ruth
Undergraduate Ombudsperson: Tamar Thompson

The UVA NSSLHA Chapter Legacy

Our NSSLHA Chapter is very special. Our students have established a record of the highest excellence. For many years running, our students have earned NSSHLA Gold Chapter status. They have even earned the title of National Chapter of the Year! To achieve Gold status, a chapter must accomplish a rigorous set of service, philanthropic, and community outreach criteria (take a look at http://www.asha.org/NSSLHA/chapters/Chapter-Honors/ for a sense of the necessary commitment and effort).

To say that our faculty members are proud to stand alongside of our students is an understatement. We respect and we admire them. Simply put, they are the very best—in Charlottesville and on the national stage.
Finishing Up: FAQs

Inclement Weather

See the UVA homepage or call 924-SNOW.

If a scheduled event is not called off explicitly, … it’s on.

Federal Financial Aid Disbursements and the Curriculum

The curriculum is set up so that students receive the maximum amount of federal financial aid possible. Altering enrollments will result only in (a) a paperwork nightmare for re-establishing status for continuing matriculation, and (b) writing a payback check to the Feds.

Achieving In-State-Resident Status

The University maintains a web site regarding in-state residence. Please consult that resource at http://www.virginia.edu/provost/vastatus/
https://vastatus.virginia.edu/system/files/Application_Va_Student_Status_508.pdf and

The state guidelines and forms for establishing residency are found at

Appendix: The Big Picture - Preparing for Your Career as an SLP

The Order of Events in Becoming an SLP

Step 1. Classes and Practica

- Complete academic coursework and supervised clinical practicum for audiology or speech-language pathology as stated in the Standards for the Certificate of Clinical Competence. The general sequence includes
  - SLHC clients and classes
  - Externships and classes
  - Internship
  - Comps

Step 2. Receive your graduate degree

Gotta happen. Gonna happen.

Step 3. Apply to ASHA

The main membership page is http://www.asha.org/certification/. You should look through those pages now.

Step 4. Register for the Praxis examination

The PRAXIS II Exam (Speech-Language Pathology) is routinely administered at the University of Virginia and elsewhere. As a means for preparation, the Program maintains a collection of survey and review texts in the Student Room. Furthermore, the ASHA web pages contain extensive information on preparation: http://www.asha.org/certification/praxis/preparation/

Making arrangements to take the exam is your responsibility. Registration is accomplished at http://www.ets.org/praxis/register


The exam is administered three times a year as a Specialty Area test of the Praxis Series by ETS.

When the time comes. We will hold an extensive preparation meeting.
Step 5. Begin the Clinical Fellowship (CF)

The CF is a period of paid employment, completed according to very specific ASHA guidelines, under the supervision of an individual who holds the Certificate of Clinical Competence in speech-language pathology. It is the responsibility of the student to make these arrangements. The CF must be supervised by an ASHA certified supervisor. Prior to beginning the CF, verify your supervisor's current ASHA certification status by contacting the ASHA Action Center. Your supervisor must maintain his or her certification status throughout the CF in order for all of the experience to be accepted.

Step 6. Apply for a state license

Contact your state licensing agency to determine their requirements for persons completing the clinical fellowship experience.

Step 7. Submit the Clinical Fellowship Report

At the completion of the CF experience, submit the required Clinical Fellowship Report and Rating form signed by both you and your CF supervisor.

After You Obtain Your Certificate of Clinical Competence…

ASHA has established Certification Maintenance Standards that require all certificate holders to accumulate 30 Certification Maintenance Hours (CMHs) or 3.0 ASHA Continuing Education Units (CEUs) of professional development during 3-year certification maintenance intervals in order to maintain their ASHA Certificates of Clinical Competence (CCC). You may combine ASHA CEU's, academic credit, and employer-sponsored or other CMHs to meet the requirement. You will want to learn more about this; check online at: http://www.asha.org/certification/.

Virginia Licensure in Speech-Language Pathology

Licensure to practice in Virginia is governed by the Virginia Board of Audiology & Speech-Language Pathology. Application criteria, forms, and procedures are found at http://www.dhp.virginia.gov/aud/default.htm.

Helpful checklists are found at http://www.dhp.virginia.gov/Aud/aud_forms.htm