

Chapter I
School of Communication Sciences and Disorders
M.S. in Speech-Language Pathology
Overview

Note: In addition to the Student Code of Conduct, catalogue and all University policies, procedures, and requirements, all students enrolled in the M.S. program are subject to the terms set forth in this handbook, including as revised from time to time at the University's sole discretion. In other words, if the handbook is revised, students are subject to the updated handbook terms.

Mission Statement

The mission of the School of Communication Sciences and Disorders, as part of Pacific University and the College of Education, is to:

Encourage ethical practice and scholarship among students, faculty and staff that advances the discipline of speech-language pathology;

Create a professional atmosphere that embraces diversity in both culture and opinion, and, educates professionals for work in health and education who involve themselves in their area of practice as well as their communities, whether local or global.

Code of Ethics

The principles of the ASHA Code of Ethics will be addressed throughout the graduate program, both in academic classes and in clinical activities. Students should become well acquainted with the Code of Ethics so that the judgments and decisions made as a graduate student form a solid ethical foundation for future practice as a speech-language pathologist. Questions or concerns regarding the Code of Ethics or considerations of ethical behavior, should be addressed with the Director of Clinical Education.

Student clinicians are expected to adhere to the ASHA Code of Ethics. The complete Code of Ethics can be found in the Appendix.

Principle of Ethics I

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

Principles of Ethics II

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

Principles of Ethics III

Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs

of the public, and by providing accurate information in all \communications involving any aspect of the professions, including dissemination of research findings and scholarly activities.

Principles of Ethics IV

Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of allied professions. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

Cultural Respect

The School of CSD recognizes that students, staff, and faculty have individual cultural experiences and belief systems. Respect is essential in therapeutic and professional relationships. Upon entry into a professional program, students, staff, and faculty members must abide by the ASHA code of ethics, which includes a non-discrimination policy in both the provision of services and interactions with colleagues on the basis of "*race or ethnicity, gender, gender identify/gender expression, age, religion, national origin, sexual orientation, or disability.*" Students, staff, and faculty are also encouraged to recognize biases in socio-economic status differences and the role of historical societal inequities in all dealings with service provision and interactions with colleagues. Students, staff, and faculty must use respectful, objective language without bias in all academic tasks, clinical settings, and professional written and oral communications. The School of CSD has a zero-tolerance policy for bullying, discrimination, and insensitive communications.

Essential Functions

The Master of Science degree in Speech-Language Pathology provides students with the academic coursework and clinical practicum experiences required for clinical certification by the American Speech-Language-Hearing Association. The School of Communication Sciences and Disorders has a responsibility to the public to assure that graduates become fully competent speech-language pathologists, capable of delivering quality services and preserving the well-being of the clients they serve. Thus, it is important that persons admitted, retained and graduated possess the cognitive skills, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary for the practice of speech-language pathology.

Graduate students are required to review and sign the Essential Functions document when they accept admission to the graduate program in speech-language pathology at Pacific University. The *Essential Functions* document can be found in the Appendix.

Knowledge and Skills

Graduate students in speech-language pathology will be expected to meet all knowledge and skill competencies required for certification by the American Speech-Language-Hearing Association.

Certification and Licensure

ASHA Certification

The master's program is a full-time, 5-semester program that offers all of the courses and clinical experiences required for the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC). The ASHA Standards for Certification can be found at:

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

State of Oregon Speech-Language Pathology License

Students who complete the Master of Science degree in Speech-Language Pathology in the School of Communication Sciences and Disorders will also have completed academic and clinical requirements required for a Conditional License in Speech-Language Pathology from the Oregon Board of Examiners for Speech-Language Pathology and Audiology. Information and instructions for Oregon Licensure can be found at: <http://www.oregon.gov/BSPA/licensing.shtml>

Graduate Curriculum

The academic and clinical curriculum of the School of Communication Sciences and Disorders is designed to facilitate and guide the student to achieve the knowledge and skills required for independent practice as a speech-language pathologist. This is accomplished through a carefully designed series of courses and clinical practica that help the student develop the skills to critically analyze the best available evidence to support practice decisions, balanced with content and courses that emphasize the humanistic aspects of the lives of their future clients.

The graduate curriculum in speech-language pathology consists of 67 semester hours of academic coursework and clinical practica. The program is designed to be completed in five consecutive semesters, with students starting in the fall semester. Course work in communication sciences and disorders and research design is combined with a minimum of 400 clock hours of clinical practicum experience. The graduate curriculum can be found in the Appendix. Course descriptions can be found on the CSD website at: www.pacificu.edu/csd.

Academic Advising

Graduate students will be assigned to a faculty member for academic advising. Students will have the opportunity to meet with their academic advisor on an individual basis throughout their graduate program. In addition, group advising sessions will be scheduled to review various policies, procedures and topics that are pertinent to the graduate cohort.

Comprehensive Examination

All graduate students are required to successfully complete a summative evaluation of their knowledge and skills. Every master's degree student in the School of CSD will take the comprehensive exam as a summative evaluation. The Evidence Based Practice (EBP) Case Application is a full-day summative assessment to ensure that a master's degree candidate possesses the applied knowledge and skills to develop and appropriate comprehensive, interdisciplinary care plan, think creatively and critically, and respond flexibly to integrating the best current evidence into individualized clinical decisions.

The EBP Case Application will have a written and an oral component. Each component is graded separately on a pass/no pass basis. Any student who does not pass either one or both sections will be required to retake to exam with a new case. If a student does not pass the second time, the student will create a plan with faculty, which may include retaking coursework.

The EBP Case Application comprehensive exam will take place in March of the second year of the graduate program. A full description of the *CSD Comprehensive EBP Case Application* can be found in the Appendix.

Thesis Option

The *optional* master's thesis is a scholarly, well-formulated project that presents original research conducted by the graduate student. Graduate students who wish to pursue a master's thesis will work in collaboration with a selected faculty member in a shared area of interest and faculty expertise on an agreed-upon, feasible thesis topic that is substantial and meaningful. The primary faculty advisor works closely with the student to help focus the research, design the methods, analyze the data, and edit drafts of the written manuscript. All students completing a thesis will have a thesis committee, consisting of the primary faculty advisor and two other members, at least one of whom is also in the School of CSD.

Students will complete a written thesis manuscript and will also prepare and present a poster session at an annual research day, open to the public. A full description of the *CSD Culminating Experience: Thesis Option* can be found in the Appendix.

Clinical Program

The clinical program is designed to give students multiple opportunities for practicum in various clinical settings in the community. Clinical practica are infused throughout the program each semester and provide opportunities for students to integrate and apply academic learning at progressively higher levels of performance and independence. Clinical sites include the Pacific University College of Education Early Learning Community (ELC), Early Intervention and Early Childhood Special Education sites, k-12 public schools, hospitals, rehabilitation centers, skilled nursing facilities, and other clinical sites serving individuals with speech-language needs. The clinical program, semester by semester, can be found in the Appendix.

Students will be expected to adhere to the rules and regulations regarding clinical services that ensure the welfare of clients served at the site, including ethical practice and compliance with state and federal regulations.

Clinical Advising

Advising for the clinical part of the program will begin during the Graduate Student Orientation. Group advising sessions will be scheduled throughout the graduate program to inform students of policies and procedures relating to clinical practicum. Students will also have the opportunity to schedule individual appointments with the clinical faculty throughout the graduate program.