



Statement on Professionalism and Student Conduct

The purpose of this document is to inform our community of our expectations for students entering into the fields of speech language pathology or audiology. In this document, professionalism refers to actions inside and out of the classroom and/or clinic with respect for peers, faculty, staff, clients, and families. Professionalism may be demonstrated through clear and effective communication, organization, reliability, work quality, responsiveness to constructive feedback, and collaborative skills. These guidelines may influence class participation grades and participation in clinical experiences. Student conduct and professionalism will be considered along with your academic/clinical performance for letters of recommendation, entry into graduate school, and post-graduate employment.

The Division of Communication Disorders strives to prepare students to enter the workplace with practice-ready knowledge and skills. Our goal is to support your growth into skilled future clinicians. Demonstrating the following skills will build on your commitment to learning and future clinical practice.

The following are examples of student professionalism guidelines within our programs:

| Skills | Examples |
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| Respect | Address faculty, staff, peers, clients, and families in the ways they've instructed you to address them (e.g., professional titles, pronouns, names) |
| | Demonstrate positive regard for others in classroom and clinic interactions. For example: <ul style="list-style-type: none"> • Use "I" statements to share about your own experiences rather than generalizations about groups • Critique ideas rather than people • Use evidence to support your assertions • Balance the use of speaking and listening during classroom discussions |
| | Demonstrate responsiveness to feedback from peers, faculty, and staff |
| Attendance | Attend class regularly, consistently arrive to class on time, have materials ready at the start of class, contact instructor prior to scheduling conflicts with class |
| Timeliness | Prioritize class and/or clinic time in your schedule, read and complete assignments prior to deadlines, ask questions about assignments and material prior to due dates, arrive to class and/or clinic prior to the start time and with adequate time to prepare as needed |

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| Conducive Learning Environment | Reduce disruptions for yourself and others during class meetings, minimize peer conversations during instruction, use small group time to complete assigned tasks, use electronics only when applicable for educational purposes |
| Classroom Contributions | Volunteer for class demonstrations, take notes on course material, contribute to small group discussions |
| Ownership of Learning | Visit office hours for questions about the class, regularly consult course materials to complete assignments |
| Privacy | Uphold HIPAA standards related to patient information and clinical interactions |
| Ethical Participation in Clinical Education | Uphold ethical guidelines established by the American Speech-Language-Hearing Association's Code of Ethics including scope of practice |

The student professionalism and conduct guidelines should in no way be used by faculty and/or staff to discriminate in their relationships with students on the basis of race, gender, religion, color, national origin, disability, age, veteran status, sexual orientation, genetic information, creed, ancestry, political belief, status as a parent, socioeconomic status, neurotype and any other applicable protected category. If you have concerns regarding these guidelines and/or their implementation, we encourage you to contact the Division Director. Please refer to our Division Statement of Diversity, Equity, and Inclusion for additional details on the inclusive learning policy.

Document History:

Revisions and this document were reviewed by the University of Wyoming chapter of the *National Student Speech, Language Hearing Association (NSSLHA)* and approved by faculty 11/7/2023

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