UNIVERSITY OF NEVADA, RENO
DEPARTMENT OF SPEECH PATHOLOGY
AND AUDIOLOGY
2017-2018 GRADUATE STUDENT
HANDBOOK
ACADEMIC PROCEDURES

University of Nevada, Reno
School of Medicine

Council on Academic Accreditation
ACCRREDITED for Speech-Language Pathology
Academic Procedures
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**Statement of Non-Discrimination**

**University of Nevada, Reno – Speech Pathology & Audiology**

The University of Nevada, Reno does not discriminate in its educational programs or activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender, gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law. Retaliation is also prohibited. The University of Nevada, Reno will comply with state and federal laws such as M.G.L. c. 151B, Title IX, Title VI and Title VII of the Civil Rights Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and other similar laws that prohibit discrimination.

Any member of the University community has the right to raise concerns or make a complaint regarding discrimination under this policy without fear of retaliation. Any and all inquiries regarding the application of this statement and related policies may be referred to: Denise Cordova, Title IX and ADA Coordinator, (775) 784-1547, dcordova@unr.edu
Academic Welcome

August 2017

Dear SPA Students:

Welcome to the University of Nevada Reno, Department of Speech Pathology and Audiology!

We look forward to working with you during your matriculation of your Master’s Degree Program here in the Department of Speech Pathology and Audiology. Although this is a very demanding program, we know that upon completion you will be well prepared for your professional career as a Speech-Language Pathologist. As a department, our goal is to promote excellence in research, teaching and training, and the practice of speech and language pathology by fostering a collaborative and collegial environment which welcomes intellectual diversity and complementarities. We hope that you will, from the start, participate in supporting your colleagues. They will be your support for the next two years.

This program essentially has two different tracks that are equally important: academic and clinical. You will have academic course work and clinical training. These are equally weighted in terms of gaining required experiences for your professional success in the long term; and in the short term, you will be evaluated in both of these areas. The program is designed to provide consistent and high-quality academic and clinical education. Part and partial to this, we also provide appropriate advising, monitoring, mentoring, nurturing and coaching to ensure your academic, clinical, and personal success. Our past students have been very successful with the type of support we provide and we believe that with all of the available support, you will be very successful in completing the program. Even so, your academic success depends on how well you take responsibility for your own education, including taking initiative to achieve academic excellence.

You will be assigned to an academic advisor to help and guide you during your tenure, as needed. Your advisor will meet with you one time per semester. However, if you need additional help, you may want to consult with your advisor more often. Your advisor will report your progress to the faculty at-large to ensure that you are both progressing and advancing through the program. We want you to be successful and we will do all that we can to ensure that you are successful – but you must do your part as well.

We are providing you with a clinic and academic handbook that is also on our website. This will provide you with useful information and material aimed at facilitating your entrance to the program. It includes detailed information about requirements, procedures, courses, contact information, and important forms. Please consult the handbook to obtain information or ask anyone of the staff or faculty.

You are joining 25 other outstanding students in a program that is nationally recognized in preparing young professionals for careers in public service. Our congratulations and warm welcome!

Debra C. Vigil, Ph.D., Director of Graduate Studies

Thomas Watterson, Ph.D., Chair
# Department of Speech Pathology & Audiology

## Faculty and Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Office</th>
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<tbody>
<tr>
<td>Laura Archer</td>
<td>Instructor of American Sign Language</td>
<td></td>
</tr>
<tr>
<td>Kelly Barham</td>
<td>Administrative Assistant</td>
<td>Front Office</td>
</tr>
<tr>
<td>Tami Brancamp, PhD CCC-SLP</td>
<td>Associate Professor, Clinical Supervisor</td>
<td>134</td>
</tr>
<tr>
<td>Karen Braun</td>
<td>Office Manager, Administrative Assistant</td>
<td>Front Office</td>
</tr>
<tr>
<td>Robert Cale, AuD, CCC-A</td>
<td></td>
<td>131C</td>
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<tr>
<td>Amy Cocanour, MS CCC-SLP</td>
<td>Instructor, Clinical Supervisor</td>
<td>131A</td>
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<tr>
<td>Kristine Galek, PhD CCC-SLP</td>
<td>Assistant Professor, Clinical Supervisor</td>
<td>138</td>
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<tr>
<td>Sue Gilmore, MS CCC-SLP</td>
<td>Instructor, Clinical Supervisor, Academic Advisor</td>
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<tr>
<td>Leslie Golberg, MS CCC-SLP</td>
<td>Assistant Professor Emerita, Clinical Supervisor</td>
<td>131B</td>
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<tr>
<td>Katie Krings, MS, CCC-SLP</td>
<td>Doctoral Student, Clinical Supervisor</td>
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<tr>
<td>Linda Levitt, MA, CCC-SLP</td>
<td>Clinical Supervisor</td>
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<td>Patricia Loveless</td>
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<tr>
<td>Amanda Morrissey, MS, CCC-SLP</td>
<td>Doctoral Student, Clinical Supervisor</td>
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<tr>
<td>Nicole Murphy, MS, CCC-SLP</td>
<td>Lecturer, Clinical Supervisor</td>
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<tr>
<td>Abbie Olszewski, PhD CCC-SLP</td>
<td>Assistant Professor, Clinical Supervisor</td>
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<tr>
<td>Pradyumn Srivastava, PhD CCC-SLP</td>
<td>Assistant Professor, Clinical Supervisor</td>
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<tr>
<td>Amanda Sumrall, MS CCC-SLP</td>
<td>Clinical Supervisor</td>
<td>116</td>
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<tr>
<td>Diane Thorkildson, MPH</td>
<td>UCAN Clinic Coordinator</td>
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<tr>
<td>Megan Swank, AuD CCC-A, FAAA</td>
<td>Audiologist, Assistant Professor</td>
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<tr>
<td>Debra C. Vigil, PhD CCC-SLP</td>
<td>Associate Professor, Clinical Supervisor</td>
<td>137</td>
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<tr>
<td>Rachael Walden, MS CCC-SLP</td>
<td>Clinical Director, Instructor, Clinical Supervisor, Academic Advisor</td>
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<tr>
<td>Thomas Watterson, PhD CCC-SLP</td>
<td>Professor and Chair, Clinical Supervisor</td>
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<tr>
<td>Eve Welker</td>
<td>Administrative Assistant, Billing Specialist</td>
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ACADEMIC REQUIREMENTS
UNR Speech Pathology and Audiology

Accreditation:
The Master’s degree program in speech-language pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). For information and public comment opportunities, including questions or concerns, or complaints related to graduate program accreditation, please visit: http://www.asha.org/academic/accreditation/AboutCAA/. For specific information regarding complaint submission procedures, see Chapter 13 of the Accreditation Handbook.

To contact the CAA directly:
Email: accreditation@asha.org
Action Center - Members: 800-498-2071
Action Center - Non-Members: 800-638-8255

About the Council on Academic Accreditation:
The CAA formulates standards for the accreditation of graduate education programs that provide entry-level professional preparation in audiology and/or speech-language pathology; evaluates programs that voluntarily apply for accreditation; grants certificates and recognizes those programs deemed to have fulfilled requirements for accreditation; maintains a registry of holders of such certificates; and prepares and furnishes to appropriate persons and agencies lists of accredited programs. Although it is part of the American Speech-Language-Hearing Association, the CAA operates autonomously when it carries out its accreditation tasks (www.asha.org, 2016).

Program: The University of Nevada, Reno offers a two-year program leading to the M.S. degree in Speech Pathology. Students are prepared for professional careers as speech-language pathologists in schools, hospitals, rehabilitation centers, and community clinics. The program provides the academic and clinical requirements necessary for the Certificate of Clinical competence from ASHA. Students become eligible for ASHA certification following completion of the M.S. degree, successful completion of the national certification examination (National Praxis Examination), and completion of a one-year clinical fellowship year (CFY). The CFY consists of nine months of full-time professional employment as a speech-language pathologist completed under the supervision of a certified speech-language pathologist.

Students work with their advisors to develop an approved program of study. The M.S. curriculum provides a variety of course offerings that emphasize evaluation and treatment of communicative disorders involving language, phonology, fluency, voice, alaryngeal speech, aphasia, cleft palate, augmentative communication and swallowing. Although individuality is considered in designing a program of study, students will follow a prescribed program in order to adequately prepare for professional careers. Students have two options for completion of the program: Thesis and Non-Thesis Option.
**Non-Thesis Option:** The non-thesis option requires a minimum of 45 semester credits at the graduate level including a written comprehensive examination credit (SPA 795). The non-thesis option requires comprehensive written examinations covering communication science, normal speech, language, and hearing processes, pathologies, and clinical procedures.

**Comprehensive Examinations:**

Comprehensive examinations are administered about the first week of the spring semester in the second year of the graduate program.

Examination questions are generated by academic faculty and are randomly assigned to students by the Director of Graduate Studies. The students write responses for two separate faculty in two, two-hour blocks. The examinations are proctored by members of the faculty.

Students will be notified of the results of the comprehensive examinations no more than two weeks following the exams. If a student achieves a ‘low pass’, additional discussion or writing may be required to achieve a successful ‘pass’ at the discretion of the faculty who wrote the question. If a student does not pass a comprehensive examination question, the student is required to complete an additional examination question. If the student does not pass the additional comprehensive examination question, they will be dismissed from the program.

**Thesis Option:** The thesis option requires a minimum of 50 semester credit hours that includes a minimum of 6-credits for thesis (SPA 797). Thesis credits are listed as electives. The student will complete a thesis with a faculty member who will provide guidance and mentorship to complete their program.

Students must complete a research project, write a thesis, and pass a comprehensive oral examination covering the thesis and background material.

**Contact:** The Director of Graduate Studies – Debra Vigil: dvigil@med.unr.edu
Graduate Courses:

SPA 660 Advanced Speech Sound Disorders - 3 credit
- This course will focus on phonological development, assessment of phonological disorders, and treatment of phonological disorders in children.

SPA 663 Internship in Speech Pathology and Audiology - 2 to 8 credits
- Clinical experience in the diagnosis and management of children and adults with speech, language, or hearing disorders. Experience to be gained in on- or off-campus rehabilitation program.

SPA 667 Language Assessment and Intervention: 0-5 - 3 credits
- Assessment and intervention of communication and language disorders in infants, toddlers, preschoolers.

SPA 668 Assessment & Intervention of Language & Literacy Disorders: School Age – 3 credits
- Course will focus on appraisal, diagnoses, and intervention of various language and literacy disorders in preschool through adolescence.

SPA 720 Research Design - 3 credits
- Research design and methods in communicative disorders.

SPA 721 Craniofacial Disorders - 3 credits
- Causes and treatment of communicative disorders related to cleft lip and palate. An interdisciplinary team approach is stressed.

SPA 723 Language Theory - 3 credits

SPA 751 Dysphasia - 3 Credits
- Language and speech disorders related to central nervous system deficits.

SPA 752 Fluency Disorders - 3 credits

SPA 753 Motor Speech and Swallowing Disorders - 3 Credits
- This course will address cognitive-linguistic disorders related to right hemisphere disorders, traumatic brain injury/closed head injury and dementia. Students will learn about the neural substrates for language and cognition; assessment principles and procedures; the nature of treatment for cognitive-linguistic disorders subsequent to neurologic injury and disease processes.
SPA 754 Alaryngeal Speech - 2 credits

- Principles and procedures in alaryngeal speech rehabilitation, including the artificial larynx, esophageal speech, and tracheoesophageal speech.

SPA 756 Augmentative & Alternative Communication in Speech-Language Pathology - 2 credits

- Augmentative & alternative communication (AAC) processes, assessment, devices/tools, and language systems in addition to speech and language intervention with AAC across the lifespan. This course is specific to Speech-Language Pathologists.

SPA 759 Seminar in Clinical Procedures - 2 credits

- Supervised clinical experience in the assessment and treatment of children with adults with multiple communicative disorders.

SPA 762 Disorders of Voice - 3 credits

- Etiologies, diagnosis, and treatment of disorders of the voice.

SPA 767 Advanced Practicum - 2 credits

- Supervised clinical experience in the treatment and management of children and adults with multiple communicative disorders.

SPA 770 Endoscopic Evaluation of Speech and Swallowing - 2 credits

- Techniques in the administration and interpretation of endoscopic examinations of speech, voice, and swallowing. Students develop basic practical skills in vocal tract imaging procedures.

SPA 777 Swallowing & Swallowing Disorders – 3 credits

- This course will provide a framework for assessing normal and disordered swallowing skills of patients at all levels of care across many types of disorders.

SPA 793 Independent Study

SPA 794 Workshops and Institutes - 1 to 3 credits

- Intensive study of special topics in Speech Pathology or Audiology.

SPA 795 Comprehensive Examination - 1 to 3 credits

- Course is used by graduate program to administer comprehensive examinations either as end of program comprehensive examinations or as qualifying examinations for doctoral candidates prior to being advanced to candidacy. Credits determined by each individual program.

SPA 797 Thesis - 1 to 6 credits (6 credits max)

- Offered every fall, spring, and summer. Enrollment only by faculty approval.
### Timeline for Degree Completion:

Credits to graduate:

**Thesis Option** – Minimum of 50 credits (44 academic credits + 6 thesis credits)

**Non-Thesis Option** – Minimum of 45 credits

#### Fall, First Year
- SPA 660 Advanced Speech Sound Disorder
- SPA 667 Language Assessment and Intervention
- SPA 751 Dysphasia
- SPA 759 Seminar in Clinical Procedures
- SPA 762 Voice & Voice Disorders

#### Spring, First Year
- SPA 720 Research Design
- SPA 723 Language Theory
- SPA 721 Craniofacial Disorders
- SPA 753 Motor Speech
- SPA 759 Seminar in Clinical Procedures

#### Summer, First Year
- SPA 752 Fluency Disorders
- SPA 756 Augmentative & Alternative Communication
- SPA 767 Advanced Practicum

#### Fall, Second Year
- SPA 668 Assess & Interv Language & Literacy
- SPA 754 Alaryngeal Speech
- SPA 767 Advanced Practicum
- SPA 777 Swallowing & Swallowing Disorders
- SPA 795 Endoscopy (elective)

#### Spring, Second Year
- SPA 663 Internship in Speech Pathology
- SPA 795 Comprehensive Exam (Non-thesis)
- SPA 797 Thesis (Optional)
Knowledge and Skills Acquisition (KASA):

Programs may use the mechanisms of their choice to document and track student progress in the acquisition of knowledge and skills. The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) will review an accredited program's process and forms to ensure compliance with its standard related to accurate record keeping. The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) requires an applicant to file a certification application that contains the "Verification by Program Director" page to verify that the student has met the appropriate knowledge and skills mandated by the standards. (www.asha.org, 2016)

The Department of Speech Pathology and Audiology uses the Knowledge and Skills Acquisition (KASA) form to confirm the students’ acquisition of all required areas of knowledge and skill required by CAA. Students’ knowledge and skills outcomes in the following areas are monitored using these forms in conjunction with academic and clinical performance measures:

1. Articulation
2. Fluency
3. Voice and resonance
4. Receptive and expressive language
5. Hearing
6. Swallowing
7. Cognitive assessments of communication
8. Social aspects of communication
9. Communication modalities
Forms and Deadlines for Graduate Standing:

The Graduate School requires that each graduate student have an Advisory-Examining Committee consisting of three members. Two members are from the department with one member being the chair of the committee. The third member of the committee is a Graduate School Representative, who is a graduate faculty member holding an academic appointment in a department or program different from that of the chair of the committee.

The Director of Graduate Studies in the Department of Speech Pathology will assign each student all of the members of the Advisory-Examining Committee. This is to help ensure that all paperwork is submitted to the Graduate School in a timely manner. In the first semester of the program, you will be required to fill out the Program of Study form with all names and the Notice of Completion with all names. Once these forms are complete, the Director of Graduate Studies will ensure forms are signed by all parties and submitted to the Graduate School. The Program of Study is due to the Graduate School in the middle of the second semester. The Notice of Completion will remain in the department and will be submitted in the final semester of your program. You will be provided with specific instructions to fill out the forms correctly and you will work the Director of Graduate Studies to complete the forms.

If a student declares that they want to complete thesis rather than comprehensive exams, you must fill out a Declaration of Advisor Form to submit to the Graduate School, in addition to the Program of Study form.

- Declaration of Advisor/Major Advisor/Committee Chair - [http://www.unr.edu/grad/forms/declaration-of-advisor](http://www.unr.edu/grad/forms/declaration-of-advisor) (Thesis Option)
- Program of Study - [http://www.unr.edu/Documents/graduate-school/program-of-study.pdf](http://www.unr.edu/Documents/graduate-school/program-of-study.pdf) (Thesis and Non-thesis Option)
- Graduation Application - [http://www.unr.edu/grad/forms/graduation-application](http://www.unr.edu/grad/forms/graduation-application)
- Exit Survey - [http://www.unr.edu/grad/forms/exit-survey](http://www.unr.edu/grad/forms/exit-survey)
- You can find an updated list of forms and requirements here: [http://www.unr.edu/grad/forms](http://www.unr.edu/grad/forms)
**Leave of Absence:**

**Continuous Enrollment:** To maintain “good standing” all graduate students are required to enroll in a minimum of three (3) graduate credits each fall and spring semester until they graduate. International students may be required to enroll in nine graduate credits each fall and spring semester depending on the requirements of their visa. All students holding assistantships (whether teaching or research assistantships) are required to enroll in a minimum of six (6) graduate credits each semester they hold the assistantship.

**Leave of Absence:** Students in good standing may request a leave of absence by completing a leave of absence form available on the Graduate School website (http://www.unr.edu/Documents/graduate-school/leaveofabsencer_9.23.pdf) during which time they are not required to maintain continuous registration. Usually, a leave of absence is approved for one or two semesters. The leave of absence request may be extended by the student filing an additional leave of absence form. Students applying for a leave of absence should not have any “incomplete” grades which could be changed to “F” and have a detrimental impact on their cumulative GPA. Requests for leave of absences must be received by the Graduate School no later than the last day of enrollment for the semester the leave is to begin.

**Reinstatement:** When a student has been absent for one semester or more without an approved leave of absence, he or she may request reinstatement via the Reinstatement form (available on the Graduate School website http://www.unr.edu/Documents/graduate-school/noticereinstatementgraduatetanding_9.23.pdf). This form allows the program the option to recommend the student be re-admitted to their graduate program based on their previous admission OR require the student to re-apply for admission which would require students to submit a new application for admission and pay the application fee. The Notice of Reinstatement to Gradate Standing must be received by the Graduate School no later than the last day of enrollment for the semester the reinstatement is to begin.
GRADUATE ACADEMIC STANDING:

All graduate students must maintain a cumulative graduate GPA of 3.0. If their GPA drops below 3.0 they are either placed on probation or dismissed. Undergraduate courses will not count towards graduate GPA.

**Probation:** Students whose cumulative graduate GPA is 2.99 to 2.31 are put on probation. Students are placed on academic probation for one semester. If they fail to raise their cumulative GPA to 3.0 by the end of one semester, they are dismissed from their graduate program. Thesis, dissertation, S/U graded credits, and transfer credits have no impact on a student’s GPA.

**Dismissal:** Students whose cumulative graduate GPA is 2.30 or lower are dismissed from graduate standing. Dismissed students are no longer in a graduate program but may take graduate-level courses as a Grad Special. Students wishing to complete their degree must obtain approval to take graduate-level courses, raise their graduate GPA to at least 3.0 and then re-apply to a graduate program. Any courses taken to raise their GPA will be included in the graduate special/ transfer credit limitation (9 credits for master’s degrees).

Department Policy: If a student receives a grade of ‘C+’ or lower in an academic class, the student will be required to write an additional comprehensive examination question. If the student does not pass the re-take of the comprehensive exam, the student will be dismissed from the program. The student may only re-write a comprehensive examination question one time.

**Transfer Credits:** These are credits transferred from another institution. Credits completed at UNR in another program or as a graduate special do not need to be transferred. Transfer credit is requested on the Graduate Credit Transfer Evaluation Request form available on Graduate School website [http://www.unr.edu/Documents/graduate-school/GraduateCreditTransferEvaluationRequest.pdf](http://www.unr.edu/Documents/graduate-school/GraduateCreditTransferEvaluationRequest.pdf) and must be signed by the student, major advisor, and graduate director. Transfer credits applied to a master’s program must comply with the time limitation on master’s work (6 years). Thus, if a student took a course five years prior to admission, they would have to complete the degree within one year for the course to apply to the degree. Credits from a completed master’s degree will be exempt from the 8-year time limitation for those students earning a doctoral degree.

**Concierge Service:** The University of Nevada, Reno is committed to assisting students with their concerns and complaints about academic issues at the university. The Concierge Service serves as both a resource for help with general advising questions that have not already been answered by a student’s academic advisor(s) as well as a channel to file formal academic complaints.
The Concierge Service can be accessed via: http://www.unr.edu/academic-central/academic-resources/request-help

STUDENT RESOURCES:

ACADEMIC SUPPORT –
Writing Center: Writers of all levels who need assistance with academic, professional, and creative projects can access support through the University Writing Center (UWC). Access their information and make an appointment online: http://www.unr.edu/writing-center
Math Center: Students can access free drop-in tutoring as needed for any mathematical support. Access their information, services, and hours: http://www.unr.edu/math-center

MENTAL HEALTH SUPPORT -
Counseling Services: The mission of Counseling Services is to provide psychological services to University of Nevada, Reno students to support and facilitate their personal and academic success and development. Access their services and resources: http://www.unr.edu/counseling

HEALTH INSURANCE -
All domestic degree seeking graduate students, who are enrolled in six or more credits (regardless of the course level) in a semester, will be automatically enrolled and billed for the University sponsored health insurance for each term they are eligible (fall & spring/summer). If a student has other comparable coverage and would like to waive out of the student health insurance, it is the student’s responsibility to complete the University online waiver form prior to the deadline. If approved, a health insurance waiver is good for the current academic year only. A new waiver must be submitted each academic year. All international graduate students are required to carry student health insurance, and the cost will be automatically added to your student account. Any international graduate students with insurance questions must contact the Office of International Students and Scholars (OISS) directly. http://www.unr.edu/grad/health-insurance

GRADUATE STUDENT ASSOCIATION –
The Graduate Student Association (GSA) represents all graduate students and promotes the welfare and interests of the graduate students at the University of Nevada, Reno. The GSA works closely with appropriate university administrative offices, including the Graduate School and Student Services and reports to the President of the University. The GSA government functions through the Council of Representatives, Executive Council and established committees. http://www.unr.edu/gsa/
STUDENT ROOM -
The Student Room is located in Room 141. This room is available to all graduate students for studying. The room contains the clinic’s test batteries and protocols, some therapy books, and cubbies for graduate student storage. Please keep this room tidy.

GRAD STUDENT MAILBOXES –
Each graduate student has a mailbox in which messages and papers will be placed when the front office staff or faculty are unable to locate students in person. Please check these mailboxes frequently, as phone messages are placed in there throughout the day.

GRAD STUDENT LOCKERS –
For the duration of the grad program, all graduate students should choose a locker and secure it with their own personal padlock. All materials must be removed prior to graduation.

BULLETIN/SCHEDULE BOARDS –
There are several boards in and around the UNR Speech and Hearing Clinic, which contain important student information. Review all of the boards in the clinic regularly for important information.
ACADEMIC ADVISOR:

Each graduate has an Academic Advisor. An academic advisor is a faculty member who will follow you during your graduate program to ensure that you are going through this process successfully. Your advisor is the liaison between you and the faculty at large. If you require additional help, you should discuss this with your advisor; and in this manner the faculty can help you mitigate any difficulties. You are to meet with your advisor one time per semester to discuss your progress and this meeting will be documented in your student file. In the table below you will find which faculty member you have been assigned to.

<table>
<thead>
<tr>
<th>Brancamp</th>
<th>Galek</th>
<th>Olszewski</th>
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<tr>
<td>McGuire, John Paul</td>
<td>Harris, Emily</td>
<td>Chavez, Cinthya</td>
<td>Burke, Jourdan</td>
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<td>Pate, Tyson</td>
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<td>Eckerman, Susan</td>
<td>Cassels, Sierra</td>
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<td>Turner, Laura</td>
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Emergency Response Procedures

Hazardous Materials Release:

Follow S.W.I.M.S.
STOP and THINK. Stop working. Stop the spill.
Assess the situation:
How big is the spill?
Has it made contact with your skin or clothing?
WARN Others
Call 911 if there is a medical emergency or danger to life, health, or the environment.
Alert people in the area
ISOLATE the Area
Restrict access.
Determine the extent of the spill.
Keep doors closed.
MONITOR Yourself Carefully and Completely
Check yourself for any contamination or signs/symptoms of exposure (wet clothing, skin or respiratory irritation).
Remove contaminated clothing and place in a plastic bag.
Perform decontamination procedures.
STAY Near the Area Until Help Arrives
Minimize your movements.
Have person knowledgeable of incident assist responders.
Notify your supervisor.
You Can Cleanup a Spill If:
You are aware of the hazards and cleanup procedures.
There is no potential for personal or environmental damage.
The appropriate spill cleanup equipment is available.
Two people can clean the spill thoroughly in an hour.
If You Are Unsure if You Can Cleanup a Spill:
Call Environmental Health & Safety at 327-5040 (24 hours).
If it is a Major Spill or Uncontrolled Release:
Call 911.

EARTHQUAKE:

During an Earthquake
Stay in the building. Do not evacuate.
Duck, cover, and hold – Take shelter under a desk, table, in a doorway or similar place.
Stay away from overhead fixtures, windows, filing cabinets, and bookcases.
If you are outside, move away from buildings, trees, power lines and roadways.

After an Earthquake
Quickly gather your keys, wallets, purses, etc. and evacuate the building following Building Evacuation Procedures.
Go to the Designated Assembly Area and wait for instructions from emergency personnel.
Report any injured or trapped persons and safety hazards: fire, electrical, gas leaks, etc.
Do not leave the Designated Assembly Area or re-enter the building until directed by an authorized person.
Avoid using telephones except for emergencies.

FIRE
General Procedures
Activate the alarm by pulling the fire alarm and/or call 911.
Only properly trained employees should attempt to extinguish a fire.
Walk quickly in an orderly fashion to the nearest building exit and promptly vacate the facility.
Do not use elevators. Use the stairs.
Try to assist anyone who is disabled or injured to evacuate.
To reduce fire or smoke damage, close all doors and windows when leaving the room and the hallways if you have time.
Report any hazardous conditions to the Reno Fire Department or call 911 dispatcher.
Do not re-enter the building until instructed to do so by emergency responders.

If You Are Trapped in a Building During a Fire
Stay close to the floor where the air is less toxic.
Shout at regular intervals to alert emergency crews of your location.
If smoke is entering the room through cracks in the door, stuff wet clothing in the cracks to slow the flow.
If your clothes catch fire, drop to the floor and roll to smother the fire, or smother the fire with a blanket, rug, or heavy coat.

After a Fire
Residual dangers may exist. Do not enter restricted areas without official authorization.

INJURIES AND FIRST AID
For an illness or injury requiring urgent medical attention:
Immediately call 911.
If trained, give appropriate first aid until emergency responders arrive.
DO NOT move the victim unless absolutely necessary.
Reporting injuries:
Students
Students injured on campus should complete an incident report form. The form is available from Workers’ Compensation, or department offices. Send completed form to Worker’s Compensation, 70 Artemesia Bldg. Mail Stop 0241.

Faculty, staff, and student employees
Faculty, staff, and student employees should report injuries by completing a C-1 form and submitting it to Workers’ Compensation. Specific instructions can be obtained by calling (775) 784-4394.

Medical Emergencies:
Calling in a medical emergency
Give your name, location (building name and number and room number), and phone extension.
Describe the emergency: what is it, how did it happen, when did it happen.
Explain if the source of risk is currently controlled.
Do not hang up until instructed to do so.
Medical emergencies may include any life-threatening situation, including the following:
Broken bones
Cessation of breathing
Chest pain
Compound fractures
Excessive bleeding
Eye injuries
Head injury
Heat stroke/heat exhaustion
Heat cramps
Inhalation of a toxic substance
Lacerations
Seizure
Serious allergic reactions
Unconsciousness
The University has a public access Automated External Defibrillator (AED) program. Please note the closest station.

Burns, Thermal and Chemical
Immerse thermal burn area in cold water (not ice water).
Flood chemical burn with cool water for 15 minutes.
Cover burn with clean dry cloth.
Keep victim comfortable.

If You Experience or Witness a Medical Emergency
Call 911 immediately.
Remain calm.
Be prepared to provide information about the emergency.
Unless trained, DO NOT render first aid – wait for emergency personnel.
IF TRAINED, use pressure to stop bleeding.
IF TRAINED, use CPR if victim has NO PULSE and is NOT BREATHING.
Do not move a victim unless safety is a concern.

Be prepared to provide emergency responders with vital information, such as:
Your name and telephone number
Location of the injured person (building, room, etc.)
Type of injury or problem
Individual’s present condition
Sequence of events leading to the emergency
Medical history and name of injured person’s doctor, if known
**Quick Reference Numbers:**

1. **In the event of fire, medical emergency or danger to life, health or the environment – CALL 911!**
2. **Specific to a medical emergency:** If victim needs immediate emergency response for life or death situation. **Call 911.** For example, victim is unconscious and not breathing.
3. **Medical help is needed but not life or death situation.** Call the following:
   a. **Gail Hamilton: Practice Manager.**
      i. Office: 682-8125
      ii. Cell: 250-6780
      iii. Fax: 682-8131
   b. **Cheryl Midmore, RN: Back Office Supervisor**
      i. Office: 682-8645
      ii. Cell: 750-7903
      iii. Fax: 784-3517

**Non-Emergency Contact Numbers:**
- Reno Police Department: (775) 334-COPS
- University of Nevada, Reno Police Department: (775) 784-4013
- UNR Facilities Services: (775) 784-8020
IN CASE OF FIRE:
1. NOTIFY OTHERS IN AREA (AS YOU ARE LEAVING)
2. WALK TO CLOSEST EXIT
3. EVACUATE BUILDING AND PROCEED TO ASSEMBLY POINT
4. CALL 911 FROM SAFE PLACE
5. DO NOT RETURN TO BUILDING UNTIL CLEAR IS GIVEN
6. USE FIRE EXTINGUISHER AS FIRE HOSE
7. PERSONS WITH MOBILITY ISSUES CAN USE THE STAIRS FOR AREA OF REFUGE

Emergency Assembly Area

- Emergency Exit
- Stairs
- Wheel Chair Accessible
- Fire Extinguisher
  - ABC - Dry Chemical

Primary Exit
Secondary Exit

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