

ACADEMIC HANDBOOK
DOCTOR OF AUDIOLOGY PROGRAM



University of Arkansas for Medical Sciences
University of Arkansas at Little Rock

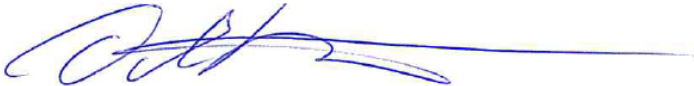
2017-2018 ACADEMIC YEAR

DEAR AU.D. STUDENT,

Thank you for choosing the Au.D. program at the University of Arkansas for Medical Sciences (UAMS) in consortium with the University of Arkansas at Little Rock (UA Little Rock). Our program is to provide you with an education that will allow you to practice as a clinical audiologist who evaluates and treats individuals across the lifespan with hearing and/or balance disorders. Your training will be, at various times, exciting, challenging, tiring, and everything in between. Once you have completed your Au.D. and are a practicing audiologist, we have no doubt the main feeling you will have is “rewarded.” You will likely find several aspects of this endeavor rewarding, your hard work and accomplishment of successfully completing the degree program, but more by the experiences you have in clinic of serving your clients to the best of your ability.

On behalf of the faculty and all of Audiology, welcome to our (and now your) Au.D. program.

Warmly,



Samuel R. Atcherson, Ph.D.
Professor and Director of Audiology

INTRODUCTION

The purpose of the *Au.D. Academic Handbook* is to familiarize you with various department and audiology program guidelines that will be important for you during your Au.D. program. If you have any questions about these or any other procedures, please do not hesitate to contact your academic advisor. If you do not know who your advisor is, please see the Director of Audiology.

These guidelines are not all inclusive. You also must be aware of the policies and procedures contained in the *Au.D. Clinic Handbook* and in the *Procedure and Policy Guide for the Speech and Hearing Clinic and the Department of Audiology and Speech Pathology*; as well as other publications developed by the department, college (College of Health Professions) and university (UAMS and UA Little Rock).

FACULTY AND STAFF

AUDIOLOGY FACULTY

Amy M. Amlani, Ph.D., Professor, Department Chair, AMamlani@uams.edu

Samuel R. Atcherson, Ph.D., CCC/A, Professor, Director of Audiology, SRAtcherson@uams.edu

Clifford Franklin, Ph.D., CCC/A, Associate Professor, CAFranklin2@uams.edu

Jennifer Franklin, Au.D., CCC/A, Assistant Professor, Audiology Clinic Director, JLFranklin2@uams.edu

D. Bradley Davis, Au.D., CCC/A, Advanced Instructor, dbdavis@ualr.edu

Naveen Nagaraj, Ph.D., CCC/A, Assistant Professor NKNagaraj@uams.edu

Nannette Nicholson, Ph.D., CCC/A, Professor, Director of Children's Hearing Services, NN@uams.edu

ADJUNCT FACULTY

Charia Hall, Au.D., CCC/A, Instructor, HallCA@archildrens.org

Holly Marvin, Au.D., CCC/A, Instructor, MarvinHD@archildrens.org

Timothy Lim, Au.D., CCC/A, Instructor, TJLim@uams.edu

Patti Martin, Ph.D., CCC/A, Assistant Professor, MartinPF@archildrens.org

Terry 'JR' McCoy, Au.D., Instructor, Terry.McCoy2@med.va.gov

SPEECH-LANGUAGE PATHOLOGY FACULTY

Connie Bracy, M.S., CCC/SLP, Assistant Professor, CBBracy@uams.edu

Betholyn Gentry, Ph.D., CCC/SLP, Professor, Director of Speech Pathology, GentryBetholynF@uams.edu

Donna Kelly, Ph.D., CCC/SLP, Associate Professor, DJKelly@ualr.edu

Stephen Kintz, Ph.D., Assistant Professor, SGKintz@ualr.edu

Chenell Loudermill, Ph.D., CCC/SLP, Speech Pathology Clinic Director, CLoudermill@uams.edu

Dana Moser, Ph.D., CCC/SLP, Assistant Professor, DRMoser@uams.edu

Greg Robinson, Ph.D., CCC/SLP, Associate Professor, GCRobinson@ualr.edu

AUDITORY BASED INTERVENTION GRADUATE CERTIFICATE PROGRAM FACULTY

Mary Ellen Nevins, Ed.D., Professor and Program Director, MENevins@uams.edu

ADMINISTRATIVE STAFF

Lydia Buie, Business Manager, LCBuie@uams.edu

Laura Bertram, Research Assistant, LLBertram@uams.edu

Natasha Stephens, Clinic Manager/Billing Specialist, nystephens@ualr.edu

Veva Petty, Administrative Specialist-III, vapetty@ualr.edu

TABLE OF CONTENTS

Introduction.....	3
Faculty and Staff.....	4
AUDIOLOGY FACULTY.....	4
ADJUNCT FACULTY	4
SPEECH-LANGUAGE PATHOLOGY FACULTY	4
AUDITORY BASED INTERVENTION GRADUATE CERTIFICATE PROGRAM FACULTY	4
ADMINISTRATIVE STAFF.....	4
Departmental Mission Statement	9
AU.D. PROGRAM MISSION STATEMENT	9
GOALS OF THE AU.D. PROGRAM	9
EDUCATIONAL OBJECTIVES OF THE AU.D. PROGRAM	10
The Profession	10
The Au.D. Program.....	10
ACCREDITATION.....	11
APPLICATION PROCEDURES AND DEADLINES	11
<i>ADMISSION FACTORS</i>	13
<i>PREREQUISITES</i>	13
<i>TECHNICAL STANDARDS</i>	13
CURRICULUM	13
SAMPLE DEGREE PLAN.....	13
AU.D./PH.D. DUAL DEGREE OPTION.....	15
Program Policies	16
PROGRAM COSTS.....	16
AUDIOLOGY COURSES.....	16
Performance Standards for the Doctor of Audiology Program	20
ESSENTIAL FUNCTIONS.....	20
PROFESSIONALISM.....	21
STUDENT CONDUCT AND DISCIPLINE	21
Advising 21	
INITIAL ASSIGNMENT	21
ACADEMIC ADVISING.....	22

CLINICAL EXPERIENCES	23
GENERAL GUIDELINES	23
EXPECTATIONS	23
PRACTICUM INTERNSHIP/EXTERNSHIP PLACEMENTS	25
<i>1ST YEAR HEARING SCREENING ROTATIONS</i>	25
<i>1ST YEAR CLINIC PRACTICUM - ON CAMPUS</i>	25
<i>2ND YEAR CLINICAL PRACTICUM – CENTRAL ARKANSAS CAMPUS AFFILIATES</i>	26
<i>3RD YEAR CLINICAL PRACTICUM – NON-LOCAL OFF-CAMPUS AFFILIATES</i>	26
<i>4TH YEAR CLINICAL EXTERNSHIP</i>	27
TIMELINE OF CLINICAL REQUIREMENTS DURING AU.D. PROGRAM	28
DIRECTED RESEARCH.....	29
DIRECTED RESEARCH EXPERIENCE	29
RESEARCH ADVISOR(S).....	32
GUIDELINES FOR AU.D. STUDENT RESEARCH PRESENTATIONS.....	32
Knowledge and Skills Acquisition	33
COMPREHENSIVE EXAMINATION	33
EDUCATIONAL TESTING SERVICES (ETS) PRAXIS EXAM – INFORMATION SHEET AND GUIDELINES	34
GUIDELINES FOR TAKING THE PRAXIS EXAMINATION.....	34
Graduation Requirements.....	34
Au.D. Program Policies	35
ADMINISTRATIVE	35
CALENDAR OF EVENTS	35
CHANGE OF ADDRESS.....	35
CLASS AND CLINIC HOURS	35
LEAVE OF ABSENCE	35
MODIFICATION OF PROGRAM REQUIREMENTS	35
OFFICIAL CORRESPONDENCE.....	36
OUTSIDE EMPLOYMENT.....	36
ATTENDANCE	36
AVAILABILITY OF STUDENT RECORDS	38
Academic Performance/Student Progression Policy	38
EXPECTED PERFORMANCE.....	38
ACADEMIC.....	38

NON-ACADEMIC.....	39
ACADEMIC AND NON-ACADEMIC PERFORMANCE IN CLINICAL COURSES	39
REMEDIATION OF PERFORMANCE.....	39
POLICIES.....	39
PROCEDURES	40
PROBATION STATUS	40
POLICIES.....	40
PROCEDURES	41
CONSEQUENCES OF PROBATION	41
RETURN TO GOOD STANDING STATUS (RELEASE FROM PROBATION).....	41
ACADEMIC.....	41
NON-ACADEMIC / NON-COGNITIVE PERFORMANCE STANDARDS	42
DISMISSAL.....	42
POLICIES.....	42
PROCEDURES	43
DEPARTMENTAL GRIEVANCE PROCEDURES	43
Student Services	45
STUDENT ACCOMMODATION.....	45
WELLNESS/MENTAL HEALTH SERVICES	46
General Departmental Information	48
BUILDING HOURS	48
BULLETIN BOARDS.....	48
COPYING EQUIPMENT	48
COMPUTER AVAILABILITY	48
STUDENT LOUNGE.....	48
STUDENT LOCKERS	49
STUDENT MAILBOXES	49
STUDENT E-MAIL	49
OFFICE SUPPLIES	49
HEALTH RELATED ISSUES	49
IMMUNIZATIONS AND TUBERCULOSIS TESTING.....	49
STUDENT LIABILITY INSURANCE COVERAGE	50
Professional Membership, Development and Service.....	50

ARKANSAS ACADEMY OF AUDIOLOGY	50
ARKANSAS SPEECH-LANGUAGE-HEARING ASSOCIATION	50
NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION (NSSLHA)	51
STUDENT ACADEMY OF AUDIOLOGY (SAA)	51
Appendix A:.....	52
Appendix B:.....	61
Appendix C:.....	66
Appendix D:.....	72
Appendix E:.....	80
Appendix F:	88
Appendix G:	89
Appendix H:	90
Appendix I:	92

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
College of Health Professions

UNIVERSITY OF ARKANSAS AT LITTLE ROCK
College of Education and Health Professions

Department of Audiology and Speech Pathology
Doctor of Audiology Program

DEPARTMENTAL MISSION STATEMENT

The mission of the Audiology and Speech Pathology (AUSP) department is to educate professionals who serve persons with communication, swallowing, and balance disorders at the local, state, national, and international levels. The department is dedicated to excellence in (a) teaching and lifelong learning in a student-centered environment (b) service in a patient-centered environment based on academic excellence, leadership, and the ethic of community responsibility and (c) research that supports communication science and the practice of audiology and speech-language pathology (AUSP Strategic Plan, 2012).

AU.D. PROGRAM MISSION STATEMENT

The mission of the Doctor of Audiology (Au.D.) program is to:

- Recruit and retain excellent students who are committed to the profession of audiology and the delivery of high quality clinical services.
- Provide students with a solid foundation in the science of hearing and/or balance and the skills to conduct and promote evidence-based clinical practice.
- Develop audiologists who have the diagnostic and rehabilitative clinical skills necessary to fulfill the current scope of practice in a culturally sensitive manner across the lifespan in a wide variety of clinical settings.

GOALS OF THE AU.D. PROGRAM

The goals of the Audiology Program include producing audiology graduates who will demonstrate the knowledge and skills necessary to:

- Competently evaluate children and adults for hearing and/or balance disorders
- Provide appropriate intervention for children and adults with hearing and/or balance disorders
- Understand and evaluate research in the field of audiology and/or related areas,
- Apply evidence based practice principles in the assessment and treatment of hearing and/or balance disorders, and
- Understand and apply the principles of ethical and professional conduct.

EDUCATIONAL OBJECTIVES OF THE AU.D. PROGRAM

The student will demonstrate the knowledge and skills to meet the objectives as outlined by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). The doctoral academic and clinical curriculum in audiology must include instruction in the areas of (a) foundations of audiology practice, (b) identification and prevention of hearing loss, tinnitus, and vestibular disorders, (c) assessment of the structure and function of the auditory and vestibular systems, (d) assessment of the impact of changes in the structure and function of the auditory and vestibular systems, (e) intervention to minimize the effects of changes in the auditory and vestibular systems on an individual's ability to participate in his or her environment. Students will also demonstrate professional practice competencies, including accountability, integrity, effective communication skills, clinical reasoning, evidence-based practice, concern for individuals served, cultural competence, professional duty, and collaborative practice.

THE PROFESSION

Audiologists are health care professionals who are experts in the non-medical management of the auditory and balance systems. Audiologists evaluate hearing and hearing loss; recommend, fit, and verify personal amplification systems; and assist in school-based amplification decisions as well as many other activities. Graduates of this program are prepared for positions in a variety of professional settings including hospitals and private clinics; private practice; community speech, language, and hearing centers; college and university programs; rehabilitation centers; residential institutions; school systems; and industrial settings (see **Appendix A**).

THE AU.D. PROGRAM

The Doctor of Audiology (Au.D.) degree program is offered in a consortium with the College of Education and Health Professions at the University of Arkansas at Little Rock. This unique educational consortium combines the academic and clinical resources of a major medical sciences campus with those of a large, comprehensive, metropolitan university. It is a full-time four year program with one cohort of 10-12 students beginning each fall semester, and consists of a total of 11 semesters including three summers. The program's mission, goals and knowledge, and skills acquisition (KASA) objectives can be found on the department website.

Post-Bachelor's Track: Students must have earned at least a bachelor's degree from a regionally-accredited college or university. This track is designed to be completed in 4 years (including three summers with a common entry point in the fall). Exceptions to these timelines may occur on an individual basis. All work must be completed within 8 calendar

years of initial admission. A minimum of 118 semester credit hours are required for completion of the program.

Post-Master's Track: Students must have earned a master's degree in audiology, communication sciences and disorders, or the equivalent approved by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) (at least 36 semester credits of graduate level courses specified by the department). Admission to the post-master's program can occur in any semester. The time to complete the program will vary depending on individual requirements. All work must be completed within eight (8) calendar years of initial admission. A minimum of 118 semester credits are required for graduation (28 credits of clinical practicum will be waived for those who can provide proof of ASHA certification, and up to 30 credits may be transferred from ASHA accredited programs). Proof of current state licensure in audiology and/or national certification in audiology (CCC-A and/or American Board of Audiology [ABA]) must be provided at the time of application.

Successful completion of all program requirements qualifies the student to apply for national examinations required for licensure and/or certification. Graduates of the program will be eligible to apply to the Arkansas Board of Examiners in Speech Pathology and Audiology (ABESPA) for a license to practice audiology in the state. Graduates will also be eligible to apply for national certification. Successful completion of the program does not itself ensure licensure and/or certification. It is the student's responsibility to be familiar with state licensure and national certification requirements.

ACCREDITATION

The program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850. Telephone: (800) 498-2071 or (301) 296-5700. Website: www.asha.org.

APPLICATION PROCEDURES AND DEADLINES

The deadline for applications is January 15. Applications not completed by this date or incomplete applications will not be considered in the application process. The application process for the Doctor of Audiology (Au.D.) program is a two-step process: 1) an application must be completed through the Communication Sciences and Disorders Centralized Application System (CSDCAS) and 2) a supplemental application for the program also must be completed. Applicants should begin the process the previous fall. Applicants who wait until January to begin the process often do not meet the January 15 deadline.

1. **Application for Admission:** Applicants must apply through the Communication Sciences and Disorders Centralized Application System (CSDCAS) at <https://csdcas.liaisoncas.com/applicant-ux/#/login>. Create your application in this

portal, pay your application fee, and monitor your application status. You will need to upload and submit a number of documents via CSDCAS. Before starting the Central Program Application process please carefully read all Frequently Asked Questions (FAQs) and Instructions to better understand how the process works and what to expect. If you are reapplying, please review these again as this information may be updated. CSDCAS Customer Service is available Monday through Friday, 9:00 AM to 5:00 PM EST. Phone: 617-612-2030; Email: csdcasinfo@csdcas.org.

- a. **CAPCSD Application**
- b. **CAPCSD Application Fee**
- c. **Official Transcripts:** Official transcripts from each college from which you received course credit even if past course work appears on a later transcript. Download the CSDCAS transcript request form and send that to each school's registrar. Send all transcripts for the program application to the following address:

CSDCAS
P.O. Box 9113
Watertown, MA 02471

- Note: If you are admitted to the Doctor of Audiology (Au.D.) program you will also need to provide official transcripts from all colleges you have attended to the UAMS College of Health Professions before you can enroll.
- d. **GRE Scores:** The Graduate Record Examination (verbal, quantitative, and analytical writing) is required. The GRE must be completed within the last five years at the time of application and include verbal, quantitative, and analytical writing scores. A combination of scores from separate exam dates may not be utilized. To submit your GRE score, provide ETS with the **Institution Code: 7504**.
 - e. **Three Letters of Recommendation:** Request letters of recommendation from previous faculty members familiar with your academic performance. Two of the three should be from faculty members familiar with your course work in the major. Letters of recommendation should be completed within the CSDCAS system.
 - f. **Application Letter.** Submit a letter (business format, 12 pt font, and <2 pages) to the Audiology Admissions Committee via CSDCAS that includes:
 - i. An explanation of your interest in audiology.
 - ii. Your long-term and short-term goals.
 - iii. Other information you deem relevant to the committee's decision-making process.
 - g. **TOEFL scores as applicable.** See International Applicants in the Admissions/Academic Information section of this catalog.
2. **Supplemental Application:** An Au.D. program application is required and is available on the program website: <http://healthprofessions.uams.edu/prospective-students/apply/>.
 3. **Supplemental Application Fee:** A non-refundable application fee of \$40.00 is required and must accompany the supplemental application.

Optional: A limited number of graduate assistant positions are available in the department and with our clinical partners. Decisions about graduate assistantship awards are

not made until after an admissions offer is accepted. The graduate assistantship application is posted on the program website: <http://healthprofessions.uams.edu/programs/audandspeechpathology/doctor-of-audiology/graduate-assistantships/>. To apply for a graduate assistantship, an application and the required written essay must be submitted to:

Audiology Graduate Assistantship Committee
UALR - Audiology and Speech Pathology
2801 S. University Ave., Suite 600 UP
Little Rock, AR 72204

Admission Factors

Admission to the program is competitive and based on the following factors:

- Academic achievement
- Academic aptitude
- Leadership and professionalism
- Written and oral communication

Prerequisites

Undergraduate course work in mathematics (college algebra or higher) and in biological, physical, and behavioral sciences is required. A course in statistics is required. Although there are no prerequisite courses in audiology or speech pathology, the program does require that all students have one course in phonetics and one in language acquisition. If these courses are not completed prior to admission, they must be completed during the first year of study in the program.

Technical Standards

Please visit the program website to see the technical standards: <http://healthprofessions.uams.edu/programs/audandspeechpathology/doctor-of-audiology/technical-standards/>.

CURRICULUM

A minimum of 118 semester credits (SC) are required in the program. The following 118 credit sample degree plan demonstrates a program that meets the credit minimum.

SAMPLE DEGREE PLAN

UAMS #	UA LITTLE ROCK #	Title	SC
Fall (1)			
AUDI 5023	AUSP 7380	Basic Diagnostic Audiology	3
AUDI 5043	AUSP 7331	Anatomy and Physiology of the Auditory/Vestibular Systems I	3
AUDI 5053	AUSP 7332	Acoustics and Psychoacoustics	3

AUDI 5113	AUSP 7321	Instrumentation in Audiology and Speech Pathology	3
AUDI 5401	AUSP 7091	Audiology Practicum	1
AUDI 5041	AUSP 7181	Clinical Laboratory	<u>1</u>
			<i>14</i>
Spring (2)			
AUDI 5073	AUSP 7381	Advanced Diagnostic Audiology	3
AUDI 5193	AUSP7336	Anatomy and Physiology of the Auditory/Vestibular System II	3
AUDI 5183	AUSP 7326	Outcomes Research and Evidence Based Practice	3
AUDI 5223	AUSP 7384	Amplification	3
AUDI 5401	AUSP 7091	Audiology Practicum	1
AUDI 5041	AUSP 7181	Clinical Laboratory	<u>1</u>
			<i>14</i>
Summer (3)			
AUDI 5162	AUSP 7224	Genetics of Hearing Loss	2
AUDI 5222	AUSP 7228	Professional Issues in Audiology and Speech Path	2
AUDI 5063	AUSP 7233	Auditory Processing	2
AUDI 5401	AUSP 7091	Audiology Practicum	1
AUDI 5041	AUSP 7181	Clinical Laboratory	<u>1</u>
			<i>8</i>
Fall (4)			
AUDI 5153	AUSP 7334	Pediatric Audiology	3
AUDI 5083	AUSP 7382	Clinical Electrophysiology	3
AUDI 5013	AUSP 7360	Research Methods in Communication Disorders	3
AUDI 5253	AUSP 7351	Amplification II	3
AUDI 5401	AUSP 7091	Audiology Practicum	2
AUDI 5041	AUSP 7181	Clinical Laboratory	<u>1</u>
			<i>15</i>
Spring (5)			
AUDI 5233	AUSP 7385	Pediatric Amplification and Intervention	3
AUDI 5103	AUSP 7383	Medical Audiology	3
AUDI 5243	AUSP 7386	Audiologic Rehabilitation: Adults	3
AUDI 5263	AUSP 7350	Evaluation and Treatment of the Balance System	3
AUDI 5401	AUSP 7091	Audiology Practicum	2
AUDI 5041	AUSP 7181	Clinical Laboratory	<u>1</u>
			<i>15</i>
Summer (6)			
AUD 5232	AUSP 7229	Audiology: Practice Management	2
AUD 536V	AUSP 7094	Directed Research	2
AUD 5401	AUSP 7091	Audiology Practicum	2
AUD 5041	AUSP 7181	Clinical Laboratory	<u>1</u>
			<i>7</i>
Fall (7)			
AUDI 5283	AUSP 7371	Gerontology in Audiology	3
AUDI 5033	AUSP 7330	Educational Audiology	3
AUDI 5273	AUSP 7325	Implant Device Technology	3
AUDI 5361	AUSP 7094	Directed Research	2
AUDI 5401	AUSP 7091	Audiology Practicum	2
AUDI 5041	AUSP 7181	Clinical Laboratory	<u>1</u>
			<i>14</i>
Spring (8)			
AUDI 5192	AUSP 7230	Cultural Competency in Audiology	2
AUDI 5212	AUSP 7227	Hearing Conservation	2
AUDI 5173	AUSP 7365	Counseling in Communication Disorders	3
AUDI 5361	AUSP 7094	Directed Research	2

AUDI 5401	AUSP 7091	Audiology Practicum	2
AUDI 5041	AUSP 7181	Clinical Laboratory	<u>1</u>
			12
Summer (9)			
AUDI 5361	AUSP 7094	Directed Research (if not complete)*	1
AUDI 5461	AUSP 7091	Audiology Externship	4
AUDI 5041	AUSP 7181	Clinical Laboratory	<u>1</u>
			5
Fall (10)			
AUDI 5361	AUSP 7094	Directed Research (if not complete)*	1
AUDI 5461	AUSP 7091	Audiology Externship	6
AUDI 5041	AUSP 7181	Clinical Laboratory	<u>1</u>
			7
Spring (11)			
AUDI 5361	AUSP 7094	Directed Research (if not complete)*	1
AUDI 5461	AUSP 7091	Audiology Externship	6
AUDI 5041	AUSP 7181	Clinical Laboratory	<u>1</u>
			7
*Research not included in total.			
TOTAL			118

This course work represents a minimum of 72 credits of classroom courses, 6 credits in directed research with successful completion of a research project, 11 credits of clinical laboratory, 13 credits of practicum, and 16 credits of clinical externship during the final academic year.

AU.D./PH.D. DUAL DEGREE OPTION

The Au.D./Ph.D. dual degree prepares individuals to conduct research, teach, and/or to participate in leadership roles in prevention, assessment, and non-medical management of auditory and balance system disorders.

It is anticipated that potential students seeking a joint Au.D./Ph.D. degree will have completed two semesters of study in the Au.D. program. Audiology clinical researchers and researchers with clinical expertise provide value in translating the advances in basic research to clinical practice and vice versa. Because of their in-depth clinical training, combined with extensive academic research/scholar training, Au.D./Ph.D. students offer unique perspectives with which to view hearing and balance problems. Strengths include facilitation of inter-professional training opportunities, participation on translational research teams, and introduction of new and innovative diagnostic and intervention techniques and strategies. Specialized training in hearing and balance issues coupled with the rigor of an interdisciplinary academic research/scholar program prepares students for the highly rewarding field of clinical research in a wide variety of settings.

Students applying for admission to the Au.D./Ph.D. dual option are required to have completed two semesters of study in the Au.D. program prior to application. Au.D. students interested in pursuing a dual degree should consult with their advisor and/or the Ph.D. and

Au.D. program directors prior to application. The student, Au.D. advisor, and Ph.D. advisory committee will develop a program of study designed to meet the individual needs of the student.

PROGRAM POLICIES

The following program specific policies and procedures can be found in the student handbook on the program website.

- Attendance
- Class and Clinic Hours
- Computer Usage and Access
- Expected Student Performance and Progression
- Official Correspondence
- Outside Employment
- Professionalism
- Social Networking
- Supervision in Clinics and Laboratories
- Student Responsibilities
- Student Transportation

PROGRAM COSTS

The total cost of the eleven semester program can be found on the college website. Health Insurance is required. Unless otherwise insured, cost of student health insurance varies with plan selected. Information on the student health insurance plans is available at the Campus Life and Student Support Center website.

AUDIOLOGY COURSES

The first number listed for courses is for the UAMS College of Health Professions; the second (in parenthesis) is for the UA Little Rock College of Education and Health Professions.

AUDI 5013 (7360)—Research Methods in Communication Disorders

Introduction to research methodologies in audiology and speech pathology. Includes prospectus development, funding sources, data collection and analysis, and professional research writing and editing in communicative disorders and/or speech sciences. *(3 Credits, Lecture)*

AUDI 5023 (7380)—Basic Diagnostic Audiology

Principles and techniques for basic audiologic evaluation, including pure tone testing, speech audiometry, and the clinical application of masking, immittance, and otoacoustic emissions. Relevant calibration issues will also be discussed. *(3 Credits, Lecture/Laboratory)*

AUDI 5033 (7330)—Educational Audiology

The delivery of audiology services to a school-based population. Includes the development, management, and utilization of hearing and middle ear system screening programs, classroom acoustics, selection and fitting of classroom-based amplification, and federal laws associated with children who have special needs. *(3 Credits, Lecture)*

AUDI 5041 (7181)—Clinical Laboratory

Lab instruction in clinical procedures and methods for evaluation and treatment of clients and care, maintenance and use of technology in audiology clinical practice. Perform evaluation and rehabilitation procedures under faculty supervision. *(1 Credit, Laboratory)*

AUDI 5043 (7331)—Anatomy and Physiology of the Auditory and Vestibular Systems I

Detailed information of the anatomy, physiology, electrophysiology, and neurophysiology of the auditory and vestibular systems. *(3 Credits, Lecture)*

AUDI 5053 (7332)—Acoustics and Psychoacoustics

Basic information regarding the physics of sound, the measurement of sound and an introduction to the psychoacoustic basis of hearing and its clinical applications. *(3 Credits, Lecture/Laboratory)*

AUDI 5063 (7333)—Auditory Processing

Theoretical overview, differential assessment, and treatment of adults and children with auditory processing disorders (APD). Intended to blend theoretical knowledge with practical clinical methods and techniques. *(2 Credits, Lecture)*

AUDI 5073 (7381)—Advanced Diagnostic Audiology

Principles of and techniques for advanced audiometric evaluation, including speech audiometry, reflex decay, audiometric special tests and otoacoustic emissions. Report writing and making appropriate recommendations will also be discussed. *(3 Credits, Lecture/Laboratory)*

AUDI 5083 (7382)—Clinical Electrophysiology

Principles and techniques in the use of evoked potentials to assess auditory function. Includes case studies and analysis of waveforms. Lecture and laboratory. *(3 Credits, Lecture/Laboratory)*

AUDI 5103 (7383)—Medical Audiology

Introduction to the major pathologies of the auditory and vestibular systems, as well as medical/surgical treatment of those pathologies. Audiologic assessment and management of the disorders will also be discussed. Prerequisites: AUDI 5023 (7380) and AUDI 5043 (7331). *(3 Credits, Lecture)*

AUDI 5113 (7321)—Instrumentation in Audiology & Speech Pathology

Introduction to basic principles of electronics and electrical safety and to proper use and care of equipment used in the evaluation and treatment of the auditory and vestibular systems. *(3 Credits, Lecture/Laboratory)*

AUDI 5123 (7335)—Advanced Psychoacoustics

Advanced information regarding how listeners with normal hearing and those with hearing loss process sound. Topics include: loudness, frequency selectivity, temporal processing, pitch perception, space perception, object/pattern perception, speech perception, experimental design, and signal detection theory. Prerequisites: AUDI 5053 (7332). *(3 Credits, Lecture/Laboratory)*

AUDI 5132 (7222)—Speech Perception

Production and perception of speech sounds and the prosodic features of speech. Several theories of speech perception presented and discussed, and the effects of hearing loss on speech production and perception explored. *(3 Credits, Lecture)*

AUDI 5133 (7367)—Infant-Toddler Communication: Development-Assessment

Investigates prelinguistic/early linguistic communication and feeding/swallowing development. Multidisciplinary assessment and intervention for infants and toddlers (birth to five) with special needs and their families. Current formal and informal assessment tools and techniques, current

intervention strategies, enhancing the therapeutic process across environments, utilizing team collaboration, and facilitating parent-infant interaction. (3 Credits, Lecture)

AUDI 5143 (7323)—Advanced Electrophysiology

Principles and techniques in the use of mid- and late-evoked potentials to assess auditory function. Prerequisite: AUD 5083 (7382). (3 Credits, Lecture/Laboratory)

AUDI 5152 (7261)—Organization and Administration

Organization, administration and accreditation of school, university, and community programs. Private practice and billing procedures. Various and alternative career opportunities including corporate speech pathology practice. Issues related to medicaid, medicare and other third party payers, as well as current legislation. Governmental and professional practice issues. (3 Credits, Lecture)

AUDI 5153 (7334)—Pediatric Audiology

Normal auditory development and theoretical, clinical, and practical issues involved in screening, assessment, and management of children with hearing loss. Prerequisite: AUDI 5023 (7380). (3 Credits, Lecture/Laboratory)

AUDI 5162 (7224)—Genetics of Hearing Loss

Basic information on the genetic basis of hearing loss and an overview of syndromic and non-syndromic hearing losses. Strategies for referral to genetic counselors and other health care professionals will be included.

AUDI 5163 (7320)—Auditory Based Speech/Language Intervention

Auditory-based speech and language intervention with infants and toddlers who are deaf and hard of hearing. Emphasis is on the principles of the normal development sequence of the listening skills, assessment of skills obtained within the hierarchy, and intervention aimed at teaching skills not yet acquired. Auditory based intervention for infants and toddlers requires family participation; therefore, learning styles of parents and caregivers will be discussed. (3 Credits, Lecture)

AUDI 5173 (7365)—Counseling in Communication Disorders

Principles of counseling for working with persons with communication disorders and their families throughout the life span. Students will review major theories of counseling and will select those most useful for the various settings and practices of audiology and speech pathology. (3 Credits, Lecture)

AUDI 5183 (7326)—Outcomes Research and Evidence-Based Practice

Principles of outcomes research, and the levels of evidence supporting clinical practice. Students will understand the principles of critical evaluation of diagnostic procedures and critical evaluation of the evidence for treatment efficacy and effectiveness as well as the importance of practice guidelines that define best practices. (3 Credits, Lecture)

AUDI 5192 (7230)—Cultural Competence in Audiology

Knowledge and skills needed by audiologists to provide culturally competent services to diverse clients. Sources of diversity and application of concepts to the field of audiology will be discussed. (3 Credits, Lecture)

AUDI 5193 (7336)—Anatomy and Physiology of the Auditory and Vestibular Systems II

Continuation of the first anatomy and physiology course with greater focus on skull anatomy and on peripheral and central nervous system embryology, neuroanatomy, and neurophysiology. Prerequisite: AUDI 5043 (7331). (3 Credits, Lecture/Laboratory)

AUDI 520V (7087)—Topics in Audiology

Graduate seminar with emphasis on topics related to clinical or rehabilitative audiology. May be repeated for additional credit not to exceed 6 hours total. Prerequisite: Consent of instructor. (3 Credits, Lecture)

AUDI 5212 (7227)—Hearing Conservation

Noise measurement, OSHA requirements, occupational noise management, recreational audiology, and designing and implementing hearing conservation programs for adults and children. Prerequisites: AUDI 5023 (7380); AUDI 5112 (7221). (3 Credits, Lecture)

AUDI 5222 (7228)—Professional Issues in Audiology & Speech Pathology

Personal and professional ethical values and their applications to dilemmas encountered in the clinical practices of audiology and speech pathology will be explored with students. Preferred practices and criteria for quality services will be topics for discussion. (3 Credits, Lecture)

AUDI 5223 (7384)—Amplification

Effective use of hearing aids and auditory training equipment. Includes their component parts, electroacoustic analysis, hearing aid orientation/counseling, and approaches to hearing aid evaluation. Prerequisite: AUDI 5023 (7380). (3 Credits, Lecture/Laboratory)

AUDI 5232 (7229)—Audiology: Practice Management

Roles of audiologists in meeting the needs of the communicatively impaired. Students will understand preferred practices, criteria for quality services and quality improvement through the evaluation of service delivery models and exploration of the laws affecting service delivery in health care and educational settings. (3 Credits, Lecture)

AUDI 5233 (7385)—Pediatric Amplification and Intervention

Advanced strategies specific to pediatric hearing assessment, applicable technologies and management utilizing a family centered approach to intervention.

AUDI 5243 (7386)—Audiologic Rehabilitation: Adult

Principles of audiologic rehabilitation for adults, including diagnosis, counseling, use of amplification and other assistive devices, and communication strategies. Various models of audiologic rehabilitation will be presented. Prerequisite: AUDI 5023 (7380). (3 Credits, Lecture)

AUDI 5253 (7351)—Amplification II

Advanced study of amplification systems, including strategies to assess benefit and satisfaction, binaural/bilateral considerations, alternatives to conventional hearing aids, and speech perception issues related to hearing loss. Prerequisite: AUDI 5223 (7384). (3 Credits, Lecture/Laboratory)

AUDI 5263 (7350)—Evaluation & Treatment of the Balance System

Basic information on the evaluation and treatment of balance disorders. Topics: anatomy and physiology of the vestibular, oculomotor, and proprioceptive systems; clinical tests of electronystagmography, dynamic posturography, and rotary chair. Medical and surgical treatments and rehabilitation strategies for vestibular/balance pathologies. Prerequisite: AUDI 5043 (7331). (3 Credits, Lecture/Laboratory)

AUDI 5273 (7325)—Implant Device Technology

Overview of history of cochlear implants, corporation technology in the cochlear-implant industry, and contemporary speech processing strategies for cochlear implants. Discussion of surgeries, audiological evaluation procedures used pre- and post-operatively, patient performance, counseling, and current research topics. Prerequisite: AUDI 5223 (7384). (3 Credits, Lecture/Laboratory)

AUDI 5282 (7282)—Learning Disabilities

An introduction to the characteristics, definitions, etiologies, assessment, and therapeutic procedures in the treatment of children diagnosed with learning disabilities. Emphasis placed on the scope of practice for speech-language pathologists and audiologists in the due process procedures for these children. (3 Credits, Lecture)

AUDI 5283 (7371)—Gerontology in Audiology

Basic information on the aging process and a discussion of how the aging process affects people with hearing loss. The cognitive, physical, and social aspects of aging will be discussed. (3 Credits, Lecture)

AUDI 530V (7000)—Independent Study

Prerequisites: graduate standing and consent of instructor. Directed readings in audiology and/or speech/language pathology, individual discussion with a faculty member. (1-3 hours) May be repeated for up to 6 hours credit. (Variable Credit, Independent Study)

AUDI 5142 (7263)—Sociolinguistics

The linguistic structure of language, nature, and forms of symbolic behavior. Human uses of symbols from various groups and socio-economic levels, particularly in communication. Prerequisite: Courses in phonetics and normal language acquisition. (2 Credits, Lecture)

AUDI 536V (7094)—Directed Research

Research or individual investigation for graduate students. Credits earned may be applied toward meeting degree requirements if the program approves and if a letter grade is given. Repeated registration is permitted. (Variable Credit, Independent Study)

AUDI 540V (7091)—Audiology Practicum

Applied, supervised practicum experiences for graduate students that encompass the breadth of the current scope of practice with both adults and children from culturally diverse backgrounds. Repeated registration is permitted. (Variable Credit, Independent Study)

AUDI 546V (7091)—Clinical Externship

Full-time, applied, supervised practicum experience for graduate students in residence, encompassing the broad scope of diagnostic and rehabilitative audiology clinical practice (4-9 hours). Repeated registration is permitted. (Variable Credit, Independent Study)

PERFORMANCE STANDARDS FOR THE DOCTOR OF AUDIOLOGY PROGRAM**ESSENTIAL FUNCTIONS**

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology or audiology to function in a broad variety of clinical situations, and to render a wide spectrum of client care, students must have essential skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state and national credentialing agencies. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. Failure to meet or maintain essential functions may result in action against the student, including, but not limited to, dismissal from the program. The Essential Functions document can be found in *Appendix B*.

PROFESSIONALISM

Professionalism in health care and education is based upon values that reflect the very special nature of the interaction between a provider and a patient, client, or family and between a teacher and student. Individuals confronting illness, social disruption, or other life-changing challenges are vulnerable. Individuals learning the knowledge, skills, and attitudes of a profession face many new challenges. Patients and students rely upon professionals to address their needs in an expert, professional manner. All who work with patients and their families and those who work with students are expected to act in accordance with the standards of professional conduct outlined below.

There are core values of professionalism that are universal and apply to those in health care professions and in education. These include, but are not limited to, moral values such as honesty, integrity, and trustworthiness; values that are specific to one's profession (*e.g.*, confidentiality), to society (*e.g.*, commitment to excellence), to oneself (*e.g.*, self-reflection), and to humanistic values such as empathy and compassion (see *Appendix C* for CHP Professionalism and Professional Conduct Policy).

Professionalism evaluations are conducted on an annual basis during the Au.D. program of study. (**Note: All Au.D. students who began Fall 2015 and forward are evaluated for professionalism using Calipso.**)

STUDENT CONDUCT AND DISCIPLINE

All academic work in the UAMS/UA Little Rock Au.D. program will be conducted under the CHP Academic Integrity Policy. Academic misconduct in any form will not be tolerated in the UAMS/UA Little Rock Au.D. degree program. Students are referred to the *CHP Student Handbook*, 9.2 for this policy.

A *Student Honor Code* is one of the most important assurances signed by each Au.D. student in the Department of Audiology and Speech Pathology upon entering the graduate program. This assurance can be found in *Appendix D* along with other signature pages described in the next section. The signed Honor Code will be placed in the student's academic file. The Honor Code pledge verifies the student's understanding and knowledge of the highest ethical standards of his/her discipline, **as well as agreeing to abide by those standards and the consequences of failing to uphold them.**

ADVISING

INITIAL ASSIGNMENT

At the time of admission, the Chair of the Admissions Committee appoints a full-time member of the audiology faculty as the student's academic advisor. The first advising session will occur during the Fall Orientation for New Students. At that time, copies of the program policies and documents will be reviewed. The degree plan will be completed and relevant assurances will be signed and filed in the students advising file (see example in

Appendix D). Please note that some assurances are subject to change depending on University, College, or Program policies.

ACADEMIC ADVISING

The advising process is a joint venture between student and advisor. The student is responsible for becoming familiar with the program and any options that may be available, as well as thinking about what options they are interested in. The student's advisor is responsible for helping the student plan an academic program and, when necessary, for providing information about the student and the student's progress to other faculty members. The student's academic program may be influenced by the certification requirements established by the Council for Clinical Certification (CFCC), and accreditation standards are established by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). In addition, program requirements may also be influenced by recommendations from American Speech-Language-Hearing Association (ASHA), American Board of Audiology (ABA), American Academy of Audiology (AAA), the Accreditation Commission for Audiology Education (ACAE), and the academic background of the student. The advisor will keep such information in the student's academic file as is necessary for the direction of the student's program. Examples of information include grade reports, program plans, clinical reports, records of feedback from other faculty members, check lists, etc.

Each student must meet with his/her advisor formally at least once during each semester of the academic year, including the summer semester. This meeting typically occurs around mid-term of each semester. The purpose of this meeting is to complete registration procedures for the upcoming semester, review academic coursework, plan future courses, plan and review clinical experiences, decide upon the research project, and fill out necessary paperwork including the department program of study, application for graduation, KASA form, and CCC-A and/or ABA application for certification. The following forms (see *Appendix E*) are reviewed and updated each semester:

Undergraduate Course Review
Advising Checklist Guide
Au.D. Program Plan/Advising Guide
Audiology KASA Form / Calipso KASA Checklist
Diversity Form / Calipso Diversity Checklist

The Advising Checklist will serve as the conference record and will be completed and initialed by both the faculty member and student following the advising session and retained in the student's record.

The student should work with his/her advisor and keep the advisor informed as to the student's program of study and clinical and research activities. If the student earns lower than a "C" in any course, the student will meet with her/his advisor to discuss options to improve

performance. Although the advisor is not the sole counselor to the student, the advisor is the primary counselor. Communication between the advisor and the student is necessary to make advising a meaningful and productive process.

If an advisor is unable to perform advising duties for any reason (e.g., sabbatical leave, illness, absence from campus), a temporary or permanent reassignment will be made by the Director of Audiology upon notification by either the student or advisor. Occasionally, students choose to change advisors. A student may request a change in advising assignments by contacting the Director of Audiology in consultation with current and new advisor.

CLINICAL EXPERIENCES

GENERAL GUIDELINES

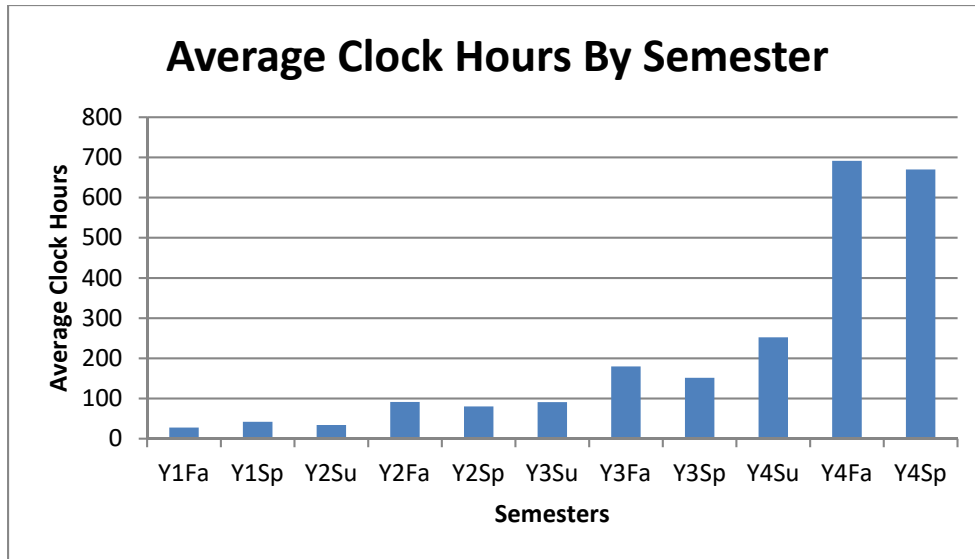
Over the course of the Au.D. program, students must accrue a minimum of 1900 clinical hours. Details about practicum requirements and externship placements can be found in the *Au.D. Clinic Handbook*.

EXPECTATIONS

Students are expected to participate in and complete all assigned clinical experiences. The student is representing the program and should be in compliance with professional standards at all times. All on- and off-campus clinical experiences are coordinated by the faculty. Students do NOT independently make arrangements for practicum/externship placements. Students should be aware of on- and off-campus policies and procedures for attendance, absences, holidays, sick-time etc. 1st, 2nd, and 3rd year clinical practica are based on semesters (16 weeks fall, spring; 8 weeks summer). 4th year externships are a transition to the workforce based on a typical 32 to 40 hour work week. Arrangements must be made to make-up time missed due to planned or unforeseen circumstances. In the event of the need for personal or family leave of absence, the student must inform the Director of Audiology as soon as possible to discuss options.

During the second summer, some students may have the opportunity to take clinical practicum off-campus or out-of-state. It is the responsibility of the student to communicate their 2nd summer plans with their advisor, the clinical coordinator, and course instructors.

The table below shows the average number of clock hours earned by semester, with an average total of 2225 clock hours by completion of the program.



All Au.D. student clinicians are required to complete clinical practicum at the UA Little Rock Speech and Hearing Clinic for a minimum of 2 semesters prior to assignment to an off-campus practicum placement or externship. Practicum and externship experiences must be coordinated with the assistance and approval of the Director of Audiology following consultation with the Practicum Coordinator and Externship Coordinator.

Prior to the first practicum and/or externship experience, students must pass the Performance-Based Evaluations, the first one (basic diagnostic evaluation), which is typically taken at the end of the 1st year of the program, with the second one (amplification) typically taken at the end of the 2nd year of the program. Students must also be in good academic standing (not on probation) to be recommended for a practicum or externship placement and be enrolled full-time during the semester this clinical learning experience is completed, except during the summer. All academic coursework must be completed prior to the 4th Year Externship. Exceptions to this policy will be considered on a case-by-case basis.

In addition to the in-house practicum, student clinicians are expected to complete at least three (3) outside practicum and/or externships. While student preference is taken into consideration when making practicum/externship assignment, the sites are chosen based on the diverse needs of the student as well as the externship site. The goal is for each student to complete practicum in at 3 different types of settings, such as hospitals or rehabilitation centers, community clinic, private practice clinic or public school settings. Each student must successfully complete all Performance-Based Evaluations of clinical skills before being allowed to progress to the next level of clinical experience. More information about Au.D. Practicum and Externship opportunities can be found in the Au.D. Practicum and Externship Handbooks.

The culminating clinical experience of the didactic portion of the Au.D. program is the full-time externship in the 4th year. This externship is indirectly supervised by a full-time

faculty member, typically the course instructor for the 4th year AUD 5041 Clinical Laboratory course. During the 3rd year AUD 5041 Clinical Laboratory course, the Externship Coordinator will oversee the process of acquiring a 4th Year Externship by assisting you in identification of appropriate externships, development of a cover letter and resume, and by providing oversight for the application process. The Externship Coordinator procures the affiliation agreement with the site if needed, and monitors the process of 4th Year Externship Placements to make your experience as rewarding as possible. Tuition and other fees applies during the fourth year since you are still a student and you will accrue graduate credit toward your degree for your activities. More information can be found in the Au.D. Practicum and Externship Handbook.

Fourth Year Externships must be at least 32 hours a week to be considered full-time. Prior to starting the externship, you should have at least 500 contact hours, and have fulfilled the hours in specific areas as noted in the “Timeline of Clinical Experiences” table.

PRACTICUM INTERNSHIP/EXTERNSHIP PLACEMENTS

1st Year Hearing Screening Rotations

During your first year of study, you will complete clinic screening rotations (e.g., ACH NICU, Conway Public Schools). Daily and semester clock hour summary forms will be turned in at the end of each semester on clinic checkout day. Failure to turn in these forms will result in a decrease in your earned grade for the semester.

1st Year Clinic Practicum - On Campus

Typically, during your 1st year of study (fall and spring), you will complete a ½ to 1 day On-Campus Clinic Practicum in the Audiology Clinic at the UA Little Rock Speech and Hearing Clinic. Students are typically assigned with another student in their first semester. Clinical practice during this first semester will follow the “apprenticeship” model, in which the student primarily observes the preceptor to learn the clinical procedures and become familiar with the equipment. The number of clinical hours versus observation hours depends upon the experience each student brings to the program. During the 2nd semester of the first year, the student clinician may be assigned as a co-clinician with a 1st, 2nd or 3rd year student, or if appropriate, may be scheduled to see a patient as the primary student clinician.

Your primary goal during your first clinic year is to become competent in completion of an adult diagnostic test battery and to acquire an introduction to amplification and counseling. All clinic hours must be submitted in writing with your supervising clinician’s ASHA certification number and original signature. Daily and semester clock hour summary forms will be turned in at the end of each semester on clinic checkout day. Failure to turn in these forms will result in a decrease in your earned grade for the semester.

2nd Year Clinical Practicum – Central Arkansas Campus Affiliates

Typically, during your 2nd year of study (summer, fall, and spring), you will complete a 1 to 2 day Clinic Practicum Externship with one of our Central Arkansas Off-Campus Affiliates. As opportunities arise, you may also complete a ½ day Clinic Practicum at the UA Little Rock Speech and Hearing Clinic (you may be partnered with a 1st year student). These sites typically include audiology clinics within the central Arkansas Metropolitan area (up to 1 to 1 ½ hours away). Occasionally, it is necessary to place 2nd year students at non-local clinical education sites. You must demonstrate emerging competence with basic adult diagnostics prior to an off-campus placement and competence with basic adult diagnostic testing prior to placement at a pediatric site.

3rd Year Clinical Practicum – Non-Local Off-Campus Affiliates

Intensive Clinical Externships – Beginning with the 2nd summer of the program, non-local (e.g., > 3 hour drive or out-of-state) clinical practicum externships may be arranged with academic and clinical faculty approval (semester 6). Past students have completed 5-8 weeks of clinical externships in Georgia, Illinois, Louisiana, Maine, and Tennessee. There are also a number of in-state practicum and externship sites available in El Dorado, Mountain Home, Fayetteville, Fort Smith, etc. See the Au.D. Practicum and Externship Handbook for more information. Arrangements must be made a year in advance and coordinated with course instructors following approval from the Director of Audiology.

Typically, during your 3rd Year (summer, fall, and spring), you should expect to travel two to four hours away from central Arkansas for practicum experiences and to participate in clinic 2-3 days per week. If available, housing may be arranged in local dormitories/apartments operated by the Arkansas Area Health Education Centers (AHEC) <http://www.uams.edu/ahec>. You may also make arrangements to stay with friends or family. These opportunities include El Dorado, Mountain Home, Fayetteville, Fort Smith, etc. Out-of-state full-time practicum or externships may also be arranged with the assistance of the Practicum Coordinator and Director of Audiology. These types of practicum and/or externship experiences have been arranged in Georgia, Illinois, Maine, Missouri, Oregon Tennessee, and Texas. More information can be found in the Au.D. Practicum and Externship Handbook. If you are interested in this type of experience, consult with your Advisor, the Practicum Coordinator, and the Director of Audiology.

You may have the opportunity to be partnered with a 1st year student during your 3rd year of study at the UA Little Rock Speech and Hearing Clinic. All clinic hours must be submitted in writing with your supervising clinician's ASHA certification number and original signature. Daily and semester clock hour summary forms will be turned in at the end of each semester on clinic checkout day. Failure to turn in these forms will result in a decrease in your earned grade for the semester.

4th Year Clinical Externship

After successful completion of comprehensive exams and Capstone research project (data collection must be completed at a minimum), you will begin your 4th year clinical externship in the summer or early fall. Students from our program have completed 4th year externships in a variety of states including Arkansas, Arizona, California, Florida, Georgia, Illinois, Louisiana, Michigan, Minnesota, Mississippi, Missouri, Ohio, Oklahoma, Pennsylvania, Tennessee, Texas and Virginia. Acceptable states to which UAMS students can go are subject to approval by NC-SARA (National Council for State Authorization Reciprocity Agreements) and, at times, by UAMS. All clinic hours must be submitted in writing with your supervising clinician's ASHA certification number and original signature. Your semester clock hour summary form and your final clock hour summary forms must be completed and turned in during at your graduation checkout appointment the 1st week in May. Failure to turn in this form will result in not being cleared for May graduation.

TIMELINE OF CLINICAL REQUIREMENTS DURING AU.D. PROGRAM

The total number of clock hours required for graduation is 1900. The average number of clock hours students have graduated with over the past five years is 2225 hours. The contact hours expected throughout the course of the Au.D. program, and in specific content areas, are listed in the table in the next section. The program requires documentation of clinical activities in order to ensure that you are being provided the diversity of experiences necessary in order to maximize your educational opportunities. It will be your responsibility to ensure that you maintain an on-going record of all direct and indirect contact hours signed by your preceptors.

Timeline of Practicum Internship/Externship Placements During Au.D. Program

	Summer	Fall Semester	Spring Semester	Cumulative Subtotals
Year 1 Up to 8 hours week on-site		Observation, assisting, and some direct service 1 SC Practicum 6-8 hrs/wk Minimum - 30 hrs	Assisting, some direct service 1 SC Practicum 8-12 hrs/wk Minimum - 30 hrs	2 SC Practicum Goal - 100 hours Minimum – 60 direct service contact hours prior to Off-Campus Practicum or Externship Placement
Year 2 Up to 16 hours week on-and/or off-site	Direct service 1 SC Practicum 8-12 hrs/wk Minimum - 30 hrs	Direct service 2 SC Practicum 12-16 hrs/wk Minimum - 50 hrs	Direct service 2 SC Practicum 12-16 hrs/wk Minimum - 50 hrs	7 SC Practicum Goal - 300 hours Minimum – 200 direct service contact hours Non Local Externship Placement may occur during one of these semesters
Year 3 Up to 24 hours week on/and or off-site	Direct service 2 SC Practicum 12-16 hrs/wk Minimum - 50 hrs	Direct service 2 SC Practicum 12-16 hrs/wk Minimum - 50 hrs	Direct service 2 SC Practicum 12-16 hrs/wk Minimum - 50 hrs	13 SC Practicum Goal - 800 hours Minimum – 500 direct service contact hours Non Local Externship Placement occurs during one semester; 500 direct service prior to 4 th Year Externship
Year 4 Up to 40 hours week off-site	Direct service 4 SC Externship 32-40 hrs/wk Minimum - 400 hrs	Direct service 6 SC Externship 32-40 hrs/wk Minimum - 600 hrs	Direct service 6 SC Externship 32-40 hrs/wk Minimum - 600 hrs	14 SC Externship Goal - 2200 hours across all sites Minimum - 1900 direct service contact hours

Practicum and Externships or Clinical Sites: Must include at least 3 distinctively different sites, (e.g., medical, private practice, school, pediatric etc.). Specialty sites may be split with two sites in a single semester.

Goals for specific clinical areas completed prior to 4th year Externship:

Adult Diagnostics (Audiometry, Immittance, OAEs, APD age 13 and above)	100 hrs
Pediatric Diagnostics (ABR, VRA, Play Audiometry, Immittance, OAEs, APD up to age 12)	20 hrs
Adult Amplification (Hearing Aid Eval, Selection, Fitting, Verification, Validation, Counseling, Adjust/Repair)	50 hrs
Pediatric Amplification (Hearing Aid Evaluation, Selection, Fitting, Verification, Validation, Counseling, Adjust/Repair)	10 hrs
Aural Rehabilitation (Individual and Group habilitation and Rehabilitation)	10 hrs
Cochlear Implants (Candidacy Evaluation, Mapping, Verification)	10 hrs
Balance Assessment (ENG, Rotary Chair, Platform Posturography, Rehabilitation)	10 hrs
Evoked Potentials (ABR, ECOG, MLR, ALR, ASSR, Intra-Op Monitor, ENOG, VEMP)	10 hrs
Hearing Conservation/Screening (Adult and Pediatric Hearing Screening)	30 hrs
300 total hrs in specific areas above prior to 4 th year Externship	

(Note: All Au.D. students newly matriculated from Fall 2015 and later will keep track of their clinical clock hours using Calipso.)

DIRECTED RESEARCH

DIRECTED RESEARCH EXPERIENCE

Each student must complete a directed research experience (AUD 536V [7094]). This experience may take one of two forms: the ‘Capstone Project’ or ‘Capstone Thesis’. According to Crunkilton et al. (1997)¹, the Capstone should incorporate problem-solving, decision-making, critical thinking, collaborative/professional relationships, oral communication, and written communication. Crunkilton et al. also state that the Capstone is a planned learning experience requiring students to synthesize previously learned subject matter content and to integrate new information into their knowledge base for solving real world problems and should serve to ease the transition between their academic experiences and entry into a career or further study.

A written document and formal presentation to the department (following specific guidelines) is required for completion of either option. For satisfactory completion of the directed research experience, a minimum of 6 credit hours is required. Additional directed research hours do not count towards the minimum 118 hours for the Au.D. degree. Capstone Projects and Capstone Theses are guided by the following three publications:

¹ From Crunkilton J, Cepica R, Fluker L. Portfolio of capstone courses in colleges of agriculture (USDA award # 94-38411-016). Washington, DC: US Department of Agriculture, 1997.

American Speech-Language-Hearing Association. (2009). *Guidelines for the Responsible Conduct of Research: Ethics and the Publication Process* [Guidelines]. Available from www.asha.org/policy.

Fine MA, Kurdek LA (1993). Reflections on Determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48 (11), 1141-1147.

Valente M, Sarli CC, Valente LM., Amlani AM, Oeding D, Finnell J, Walden TC, Huart S. (2011). *The Audiology Capstone: Research, Presentation, and Publication*. Thieme Medical Publishers: New York.

Capstone Projects can take a variety of forms, all of which constitute a complete research project including a literature review, methods, data collection, analysis and written product. The research project may be related to one in which the research advisor is already working, or it could be a student-generated idea.

A timeline for completion of the Capstone Project will be provided to you by your faculty mentor, but below is an example snapshot of the process:

1. Discuss grade expectations with your research advisor(s) at the beginning of every semester
2. Complete human subjects protection training (<http://www.citiprogram.org>)
3. Consult with your research advisor(s) regarding the selection of a research topic
4. Find and evaluate relevant research, use appropriate citations and references
5. Submit a project proposal to the Institutional Review Board (IRB) (if applicable)
6. Implement research design and collect data
7. Present at the Au.D. Student Research Presentation
8. Obtain written project approval by research advisor(s)
9. Consider possible state or national presentations and/or publication

Students will prepare a written research project product following the UAMS Graduate School *Thesis and Dissertation Preparation* guidelines found at the following link (<http://gradschool.uams.edu/students/thesis-and-dissertation-preparation/>) or by identifying a potential journal to which he/she might submit a manuscript for possible publication and adhering to its style guidelines. Upon approval of the final draft by the research advisor(s), have the project spiral bound (two copies) and signed by the research advisor(s). The research advisor(s) will make a copy of the signature page and include in your academic file as documentation.

Although not required, students are highly encouraged to be lead authors or co-authors on their research projects for presentation at conventions such as the Arkansas Speech-Language-Hearing Association convention, Arkansas Academy of Audiology, American Speech-Language-Hearing Association, or American Academy of Audiology, as examples. Some projects may also be publication-worthy and you may be encouraged to prepare a manuscript with your research advisor(s) as lead author or co-author.

The **Capstone Thesis** is intended for those students who wish to complete a more independent research study to develop their research skill sets or because they are potentially interested in a research- or teaching-related career. The Capstone Thesis is distinct from the Capstone Project in that the student is required to participate in all phases of research, including literature review, writing an Institutional Review Board application (if needed), data collection, data analysis, etc. The written document will be completed in compliance with the UAMS Graduate School *Dissertation and Thesis Preparation* guidelines (<http://gradschool.uams.edu/students/thesis-and-dissertation-preparation/>). The Capstone Thesis implies that a student is able to work fairly independently and is responsible enough to fulfill their responsibilities. PhD-level faculty member must serve as Chair (i.e., research advisor) with a committee of at least three members. The other two (or more) committee members may be Ph.D. or Au.D. faculty members and may also include individuals from the community, pending approval of the committee Chair. The student will prepare and present a prospectus of the project subject to approval by the committee. In addition, the student will conduct an oral defense of the project with the committee and must make a departmental presentation at the end of their third year of study. The completed thesis will be hardbound in the manner that is typical of theses and dissertations. Four copies will be made, one for the student, one for the research advisor, and one for the UAMS/UA LITTLE ROCK department library.

A timeline for completion of the Capstone Thesis will be provided to you by your faculty mentor, but below is an example snapshot of the process:

1. Discuss grade expectations with your research advisor(s) at the beginning of every semester
2. Complete human subjects protection training (<http://www.citiprogram.org>)
3. Select a research topic (or ask your advisor or another a faculty member for guidance)
4. Choose a Ph.D. faculty research mentor who holds a full-time appointment in the department
5. Establish a thesis committee
6. Find and evaluate relevant research, use appropriate citations and references
7. Develop and present a prospectus (written and oral research proposal including review of relevant studies and proposed research plan)
8. Submit the project proposal to the Institutional Review Board (IRB) (if applicable)
9. Implement research design and collect data
10. Complete a public oral defense of the thesis
11. Present at the Au.D. Student Research Presentation
12. Obtain written thesis approval by faculty mentor and committee
13. Consider possible state or national presentations and/or publication (highly encouraged)

In order to enrich the Capstone Thesis experience, students are highly encouraged to be lead presenter of their research projects at conventions such as the Arkansas Speech-Language-Hearing Association convention, Arkansas Academy of Audiology, American Speech-Language-Hearing Association, or American Academy of Audiology, as examples. Some projects may also be publication-worthy and you may be encouraged to prepare a manuscript with your research advisor and committee members.

RESEARCH ADVISOR(S)

Capstone experiences are typically completed under the direction of one or two full-time AUSP audiology faculty mentors. On occasion, there may be opportunities to complete your Capstone project with individuals within or outside of the department (e.g., pediatric focus at Arkansas Children's Hospital). Many times, these research partnerships and collaborations result in unique and diverse experiences for the student and all involved. As the Au.D. program and faculty bear responsibility for progression and completion of degree requirements, a full-time audiology Ph.D. faculty member will be assigned (or volunteer) to serve as the research advisor, research co-advisor, or research consultant/collaborator, the latter particularly for off-campus research opportunities. The full-time Ph.D. faculty member serve as instructor of record and will be responsible for assisting students in the research process including IRB submission, data management and storage, data analysis, writing, and presentation.

Upon admission to the program, all students are assigned an academic advisor who will also typically serve as the research advisor. Your research advisor is available to ask questions about the directed research experience and as a safe place to explore research ideas. The research advisor can be changed based on differing interests between the student and research advisor, or additional research advisors can be added to take advantage of expertise areas.

GUIDELINES FOR AU.D. STUDENT RESEARCH PRESENTATIONS

Regardless of whether or not the student has completed their directed research project or thesis, each student will make a public presentation of their research to the Department of Audiology and Speech Pathology sometime during the Spring of their 3rd year (typically in April). Students should work with their research advisor(s) to prepare for this presentation. *You must have final approval of the PowerPoint for your presentation from your research mentor(s) prior to Capstone Presentations.* Presentations are usually no more than 15-20 minutes, including a short question and answer period.

It is mandatory that all 1st, 2nd, and 3rd Year Au.D. students attend research presentations. Fourth Year Au.D. students are welcome to attend.

KNOWLEDGE AND SKILLS ACQUISITION

The Knowledge and Skills Acquisition Form was developed by the Council on Academic Accreditation to assist in tracking for the ASHA Certification process. It provides evidence for tracking a student's:

- Acquisition of knowledge and skills
- Supervised clinical practicum hours
- Progress toward graduation
- Progress toward state and national credentials

The tracking of these skills is accomplished by means of the "Record of Knowledge and Skills Acquisition," or KASA Form. Outcomes have been established by the program to meet all applicable standards (See *Appendix F* for ASHA Standards for the Certificate of Clinical Competence in Audiology, which include the KASA Objectives). These standards are incorporated into coursework, clinical practica, and externships in the form of measurable goals, objectives, or outcomes. Each course has associated with it a number of specific outcomes you will be asked to meet in order to demonstrate knowledge and skills in that content area. The outcomes may be demonstrated via exams, laboratory or homework assignments, written papers, projects, through contact with clients in the clinic, or other measurable ways. Your instructors will provide you with the KASA objectives or course objectives on your syllabus. You will document evidence of how you have, or have not, met these outcomes. If you do not meet the outcomes adequately, a remediation plan will be developed by you and your instructor to remediate the areas that are weak, or to plan how you can gain additional practice, such as in clinic, to meet the KASA objectives for the course.

Satisfactory completion of the objectives is defined as earning a grade equal to or higher than "B" in any course at the graduate level. If a student does not satisfactorily complete a specific KASA objective during the course, remediation will be planned, directed, evaluated and documented by the course instructor/clinical preceptor. Successful completion of the remediation plan is required for course completion.

(Note: Au.D. students newly matriculated in Fall 2015, will keep track of many of their KASA objectives using Calipso.)

COMPREHENSIVE EXAMINATION

The purpose of the comprehensive examination is to provide the student an opportunity to demonstrate mastery of discipline-specific knowledge. Thus, all students must pass the comprehensive examination before the student will be placed in a 4th Year Externship. This examination assesses the student's knowledge of the academic theories and clinical applications deemed essential for entry level into the profession. Students may take the comprehensive examination up to three times (first 2 tries are written; final try is oral). If the

student does not pass this examination by the third attempt s/he will be dismissed from the program.

See *Appendix G* for more information regarding the comprehensive examination.

EDUCATIONAL TESTING SERVICES (ETS) PRAXIS EXAM – INFORMATION SHEET AND GUIDELINES

Although the Praxis Examination is not a requirement for graduation, it is a requirement for Arkansas Licensure and many other states as well as for ASHA certification. Students are encouraged to take the ETS Praxis Exam shortly before or after taking the comprehensive exam. The following information is provided for those students who wish to take this examination prior to graduation.

GUIDELINES FOR TAKING THE PRAXIS EXAMINATION

You are required to list the University of Arkansas for Medical Sciences and the University of Arkansas at Little Rock as a facility to receive a report of your score. Be sure to use the Department Code, 0013. DO NOT USE THE UNIVERSITY CODE. This request must be made at the time of initial registration for the exam. If this guideline is not followed, your graduation may be delayed and additional expenses will be incurred for having Praxis scores sent again.

GRADUATION REQUIREMENTS

Graduates of the Au.D. program have successfully completed a minimum of (a) 118 semester credits (b) 1900 clinical clock hours, and (c) research project. All academic coursework and clinical requirements (see section on Academic Performance/Student Progression Policy). These graduates have been assessed for professionalism annually and have passed performance-based clinical examinations at the end of their 1st and 2nd years. Comprehensive examinations have been passed during the 3rd year of their tenure as a student and graduates have completed a directed research project under the guidance of a research mentor. Graduates of this Au.D. program have met all the knowledge and skills objectives established by the department to meet the current ASHA standards and have completed a minimum of 118 SC hours and have accumulated at least 1820 clinical clock hours of clinical practice supervised by an audiologist with ASHA certification.

Prior to graduation, documentation for program requirements are thoroughly reviewed. Students should plan on spending two or three days at the university prior to graduation to complete graduation check-out procedures and the ‘clear campus’ process. Students complete an exit interview prior to participating in the hooding ceremony and graduation activities. Each year, select graduating students are recognized for their academic scholarship, clinical excellence, and leadership abilities at the department Graduate Reception.

AU.D. PROGRAM POLICIES

ADMINISTRATIVE

CALENDAR OF EVENTS

Students should refer to the calendar of audiology-related events posted on the bulletin board outside the Director of Audiology's office. An electronic copy of the Audiology Program Calendar is provided by the Director of Audiology prior to the start of each semester.

CHANGE OF ADDRESS

In the event of a mid-semester change of contact information, the student is make this change in GUS or to contact the UAMS Registrar.

CLASS AND CLINIC HOURS

The Au.D. program provides classroom study, clinical observation, clinical experience, independent study, and seminars. Based on the student's classification (first year, etc.), individual classes will generally meet one (1) day per week with all classes scheduled on two (2) days per week. In addition there will be clinical meetings, grand rounds, neurotology conference, and clinical and research activities scheduled on the other days. Students should expect to have clinical rotations both within and outside the UA Little Rock Speech and Hearing Clinic. Students are expected to provide their own transportation to clinical training sites. When necessary, the A USP department reserves the right to adjust class schedules, times and program sequencing, as well as clinical rotations outside of the Little Rock metropolitan area. As a full-time graduate student, you should consider graduate school your priority.

LEAVE OF ABSENCE

At times it may be necessary for a student to take a leave of absence. A student in good standing who desires a leave of absence should first speak with her/his academic advisor, then make a written request to the Director of Audiology. Each request will be handled on a case-by-case basis. A leave of absence can occur only after approval.

MODIFICATION OF PROGRAM REQUIREMENTS

Requests for modification of academic or clinical requirements should be directed, in writing, to the Director of Audiology. Any modification will be implemented only upon approval by the Director of Audiology in consultation with the audiology faculty, Department Chair, and CHP Associate Dean of Student Affairs.

OFFICIAL CORRESPONDENCE

The UAMS Email Account is recognized as the official method of electronic communication with students. The program will communicate with students only *via* their UAMS email account. Student should use only their UAMS email account to communicate with off-campus preceptors. Students are expected to check their UAMS email accounts on a daily basis for program information and/or announcements.

At the discretion of individual faculty and students, texting communication may be implemented on a limited basis. Email is the primary method of electronic communication unless the situation requires urgent communication.

OUTSIDE EMPLOYMENT

A student's outside employment schedule will not be considered when arranging classes, clinic and other program events. The student's primary responsibility is to first fulfill all school obligations. Students should be aware that responsibilities increase with each year in the program (i.e., students are expected to be in clinic 2-3 days a week during their 3rd year).

ATTENDANCE

Professionalism and a goal toward an attitude of life-long learning is highly valued in the Au.D. program. One of the goals of our program is to help our students integrate these values. We would like to make clear our expectations regarding your attendance in class, clinic, assistantships and other school-related activities. The official program policy is:

Attendance at all class sessions is expected. Unless arrangements have previously been made for clinical or research externships, illness, etc., absence is defined as not being present during the assigned class time. Course instructors may deduct points for absences at their discretion.

You are expected to present proper documentation for any absence that you believe may be excused. In all cases of class and clinic individual faculty members have the latitude to decide whether an absence is excused or not.

1. Classes - In all classes your attendance at each class session is expected. We realize that at times emergencies may arise and you may have to miss a class. Telephoning or emailing your instructor to that effect is a professional courtesy that you should be in the habit of; however, that call or email does not ensure that absence is excused.
2. Clinic – Your attendance is expected for all scheduled on- and off-campus clinics. Should an emergency arise, (e.g., vomiting, have a fever, or are on your way to the hospital) contact your preceptor as soon as possible. It is your responsibility to have your preceptor's contact information readily available.

- a. If you have a scheduling conflict (e.g., doctor’s appointment), you must make arrangements with your preceptor well in advance of the scheduled clinic, and arrange for another student to cover your clinic. For any on-campus clinic absence a ‘make-up’ clinic must be scheduled with your preceptor between semesters. For off-campus clinic absences, consult with your preceptor.
 - b. You are expected to be in the clinic at least 30 minutes (or earlier) before your scheduled clinic time. This will allow time for set up and consultation with your preceptor to get ready for your scheduled patients.
 - c. You are expected to stay following the last patient to complete close-out tasks for the day. You are not excused from clinic until all clinic closing tasks have been completed, or at the discretion of the preceptor.
3. Graduate Assistantships/Traineeships: When you are paid to perform particular duties you are expected to behave in a responsible manner equivalent to any other paid position. This means you should do the following:
 - a. Schedule regular work days/times with your supervisor;
 - b. Arrive 15 minutes before your scheduled work time and work for the full scheduled time;
 - c. There is no sick time or leave time for these positions. If you miss work due to illness or any other reason, this time must be made up.
 4. Other Program Events and Conferences - Examples include the Grand Rounds and Au.D. Student Research Presentations. These opportunities should be viewed by you as a valuable learning experience. The faculty should be notified in advance when there are known scheduling conflicts, and these absences must be approved. Excused absences with proper documentation will not result in a lowering of the course grade. Unexcused absences may result in a minimum of a 4% overall reduction of the course grade per unexcused absence in the following courses:

	Summer	Fall	Spring
1	X	Basic Dx	Adv. Dx
2	Genetics	Clin Elec	Med Aud
3	Prac Mgmt	Ed Aud	Hear Cons

Other opportunities will arise during your time in the Au.D. program. The faculty will make you aware of these as they are known. Although attendance at many of these events is not tied to a grade, attendance should be considered an aspect of professionalism and you should plan to attend. Attendance also provides the opportunity to establish relationships with potential preceptors, employers and colleagues.

AVAILABILITY OF STUDENT RECORDS

The Au.D. program adheres to the UAMS Academic Affairs Policy #2.1.2 that cites the Family Educational Rights and Privacy Act of 1974 (FERPA). Specifically, students have the right to inspect and review their educational records. Students are asked to submit to the dean's office or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. This may include records stored by the dean's office, or records stored by the program, including clinical experience records. This policy is published and publicly accessible online *via* the UAMS College of Health Professions catalog annually updated at: <http://healthprofessions.uams.edu/current-students/catalogs-and-handbooks/>.

ACADEMIC PERFORMANCE/STUDENT PROGRESSION POLICY

The Au.D. program is committed to excellence in academic, clinical and research activities. The following minimum standards for student performance are designed to reflect that commitment to excellence.

The audiology faculty conducts periodic reviews of student progress. Examples of these reviews include: clinical and professionalism evaluations, transcript review, focused faculty meeting, one-to-one review during semester advising sessions, performance-based evaluations at the end of the first and second years and comprehensive examinations in the third year. These reviews are intended to be supportive in nature; that is, they are designed to identify academic and/or clinical areas that need remediation for the student to successfully progress through the Au.D. program.

EXPECTED PERFORMANCE

Expected performance includes but is not limited to the items below.

ACADEMIC

- Students will excel academically earning grades of C or better and at a minimum maintain an overall grade point average of 3.00 to remain in good academic standing. Grades of D or F will need to be retaken at the next available offering.
- Should a student earn below a B, the clinic course must be retaken, which will prolong the duration of the program.
- Pass first and second year clinical performance-based evaluations.
- Pass the comprehensive examination in the third year.
- Complete all didactic coursework before beginning the fourth year placement.
- Complete the six required directed research credits and at a minimum data collection before beginning the fourth year placement.
- Complete a full-time 4th year clinical externship.

NON-ACADEMIC

- Consistently meets professional standards as rated by peers, faculty, staff, and community partners.
- Honor the academic integrity policy.
- Create an environment that values each individual including patients, classmates, instructors, and staff.

Notes:

- Should an “Incomplete” be earned in any academic or clinical course, the work must be completed by the end of the following semester.
- Consult the CHP Handbook for information regarding student appeal procedures.

ACADEMIC AND NON-ACADEMIC PERFORMANCE IN CLINICAL COURSES

- Practicum and externship grades are influenced by competency ratings as well as professionalism. Earning less than a B in any practicum or externship clinic course is unsatisfactory. Grades in clinical courses of less than a B will be handled on a case-by-case basis, which may include having to repeat the clinic course for that semester and being placed on probation. Grade change may not be approved, which may negatively influence overall GPA. Students on probation will not be permitted to register for clinical courses until they come off of probation. A student plan of action will be developed for the probationary period, including development of a remediation plan.

REMEDIATION OF PERFORMANCE

POLICIES

Academic

Earning lower than a C in any individual course will result in the development of a remediation plan. The student will remain on a remediation plan until proficiencies of KASA objectives have been demonstrated. The product of remediation will not affect the previously earned course or clinical practicum grade.

Non-Academic / Non-Cognitive Performance Standards

Professional behavior and academic integrity, which do not meet expectations are examples of areas which may require remediation.

PROCEDURES

Academic

On earning a first grade below a C in an academic course, the instructor will notify the student's academic advisor and the Director of Audiology. The student will then meet with the instructor and academic advisor to begin formulating a remediation plan and for explanation of consequences of earning a second C or below. A Student Action Form will be completed by the academic advisor (and/or Director of Audiology) in coordination with the instructor and student. Some situations may require consultation with the Associate Dean of Students and Academic Affairs in the College of Health Professions. Decisions about remediation are made on a case by case basis.

Non-Academic / Non-Cognitive Performance Standards

Upon demonstration of failure to meet the minimum expected non-academic standards, faculty, staff, or community partners will notify the student's academic advisor and/or the Director of Audiology. The student will meet with their academic advisor and Director of Audiology and to begin a plan for resolving the issue. A Student Action Form will be completed by the academic advisor in coordination with the Director of Audiology. Some situations may require consultation with the Associate Dean of Students and Academic Affairs in the College of Health Professions. Decisions about issue and/or remediation are made on a case by case basis.

PROBATION STATUS

POLICIES

Academic

Students will be placed on academic probation for:

- Earning a second grade below a C during tenure in the program
- Earning two grades of C or below in the same semester
- A semester GPA below 3.0
- A cumulative GPA below 3.0

Non-Academic

Students will be placed on non-academic / non-cognitive performance standards probation for:

- Unresolved professional misconduct
- Unresolved academic misconduct
- Unexcused absence(s) at required functions/events
- Demonstration of unwarranted and/or disproportionate* professional misconduct

- Demonstration of unwarranted and/or disproportionate* academic misconduct

*As viewed by the program faculty

PROCEDURES

Academic

On earning a (additional) grade(s) below a C, the instructor will notify the student's academic advisor and the Director of Audiology. The student will meet with the instructor and academic advisor for explanation of the process of probation and to develop a plan to be removed from probation. A Student Action Form will be completed by the academic advisor in coordination with the instructor and student. Some situations may require consultation with the Associate Dean of Students and Academic Affairs in the College of Health Professions. Decisions about probation are made on a case by case basis.

Non-Academic / Non-Cognitive Performance Standards

Upon demonstration of failure to meet the minimum expected standards, faculty, staff, or community partners will notify the student's academic advisor and/or the Director of Audiology. The academic advisor will notify the student by letter and/or email. The advisor will also inform the Director of Audiology and the Chairman of the department of the probation. Some situations may require consultation with the Associate Dean of Students and Academic Affairs in the College of Health Professions. Decisions about probation are made on a case by case basis.

CONSEQUENCES OF PROBATION

Students on probation will not be allowed to:

- Begin or resume their fourth year externship;
- Participate in off-campus practicum;
- Count on-campus practicum hours toward graduation

RETURN TO GOOD STANDING STATUS (RELEASE FROM PROBATION)

ACADEMIC

Completion of the academic probation period is determined on a case by case basis. Determination of the student's return to good standing will be based the recommendations of the program faculty.

Examples of how to return to the status of good standing:

- After retaking coursework, the student improves the earned grade(s) of C to B or better

- The student's earned GPA is 3.0 or better during the two subsequent semesters, not to include a C or below

NON-ACADEMIC / NON-COGNITIVE PERFORMANCE STANDARDS

Completion of non-academic probation period is determined on a case by case basis. Determination of the student's return to good standing will be based the recommendations of the program faculty.

Example of how to return to the status of good standing:

- Demonstrating significant improvement and resolution of non-academic issues
- Resolution of professional misconduct issue and continued exemplary behavior
- Resolution of academic misconduct issue and continued exemplary behavior

Note: Students placed on academic or non-academic probation may be prohibited from beginning or resuming their 4th year externship unless they are able to be released from probation.

DISMISSAL

POLICIES

Students may be dismissed from the program for:

1. As pertaining to academic probation, failure to complete remediation requirements recommended by the faculty on the student action form
2. Earning three or more grades below a C, or failing to meet with minimum overall GPA
3. Failure to satisfactorily complete a repeated course, in which a grade of D or below was earned initially, at a level of C or above
4. Earning failing grades in more than one course during one semester
5. A grade below a C in any of the fourth year clinical externship courses
6. Demonstrate grave academic or non-academic misconduct
7. Failure to successfully complete the performance-based or comprehensive examinations, including a second and/or third attempt
8. Failure to demonstrate sufficient change of probationary behavior within one semester to be removed from non-academic probation
9. Lack of professional conduct and/or any behavioral patterns that may jeopardize the safety or well-being of patients or others

10. Unethical or illegal activity including, but not limited to, academic misconduct or violations of the ASHA Code of Ethics (<http://www.asha.org/docs/html/ET2003-00166.html>), the AAA Code of Ethics (<http://www.audiology.org/publications/documents/ethics/default.htm?PF=1>), HIPAA regulations/law, Arkansas Law or Federal law

PROCEDURES

Decisions about dismissal are made on a case by case basis. Recommendation for dismissal requires a majority vote for dismissal by the audiology faculty. In all cases the Director of Audiology, in consultation with the Chairman of the department and the Associate Dean of Students and Academic Affairs in the College of Health Professions, will notify the student of the final decision by certified letter and email with receipt and read confirmation.

DEPARTMENTAL GRIEVANCE PROCEDURES

If a student feels that he/she has been, or is being, treated unfairly in an academic or clinical teaching situation, the student must follow the following procedures in voicing his/her grievance:

1. Consult with your academic advisor to review this policy together.
2. After seeking guidance from your academic advisor, choose one of the following two courses of action:
 - a. Contact the faculty member teaching the course or directing the clinical activity. Let this individual know that you are concerned and precisely why. Document your efforts to resolve the situation. If the situation has been resolved, consult your academic advisor about the documentation necessary to protect your interests. Most problems can be resolved at this level.
 - b. Inform your academic advisor that you feel it is not in your best interest to handle the situation directly and that you wish to pursue the matter further. Your academic advisor will assist you in preparing documentation of the problem. Contact the Director of Audiology to discuss the matter. The Director of Audiology will consult with the Chair of the Department as needed to help you resolve the issue.
3. If the matter is not resolved with your instructor (either for clinic or academic issues), or if your concern is with your academic advisor or the Director of Audiology, bring the matter before the Department Chair.

The Chair will resolve the matter in question to the student's satisfaction or direct the student to the CHP Catalog and/or CHP Handbook for information regarding the student appeals process. The formal grievance procedure is detailed in the *CHP Handbook* (<http://healthprofessions.uams.edu/current-students/catalogs-and-handbooks/>).

STUDENT SERVICES

STUDENT ACCOMMODATION

Students are referred to the CHP Student Handbook, “**Section 6.7 CHP DISABILITY ACCOMMODATIONS**” about accommodations for schoolwork. Additional resources are below:

1. Office of Educational Development
University of Arkansas for Medical Sciences
4301 W. Markham St., #595
Little Rock, AR 72205
501-686-5720 (Voice)
<http://educationaldevelopment.uams.edu/>

2. UAMS Student Wellness Program
201 Jack Stephens Drive
Little Rock, AR 72205
686-8408
http://www.uams.edu/student_mentalhealth/

3. UA Little Rock Disability Support Services
2801 S. University, DSC 103
Little Rock, AR 72204
501-569-3143 phone (voice/tty)
501-569-8068 fax
<http://www.ualr.edu/disability/>

4. Counseling and Career Planning Services
University of Arkansas at Little Rock
417 Ross Hall
Little Rock, AR 72204
501-569-3185

WELLNESS/MENTAL HEALTH SERVICES

The UAMS Student Wellness Program (SWP) is a preventative service created to provide short term, confidential assistance for students who are actively enrolled at UAMS (Little Rock Campus). The purpose of this service is to provide the necessary tools for students to achieve their fullest potential.

Students seek help for depression, anxiety, grief, relationship conflicts, academic difficulties and numerous other issues interfering with their maximal functioning. Seeking care through the service is absolutely confidential. The only exceptions to the strict code of confidentiality (as required by law) include homicidality (planning to kill someone else, or being so severely impaired that patients in your care are in jeopardy), suicidality (planning to kill self) and child abuse. Record keeping is also strictly confidential within the student mental health clinic (not entered into the campus wide UAMS electronic medical record).

For short term treatment, there is no financial cost to students seeking care. The service is made possible through the support of the UAMS Chancellor, the Deans of the Colleges at UAMS and a portion of the student health fee. When utilization reports are generated, the number of students utilizing the service and the types of problems students seek help for may be reported. Specific identifying information about students is NOT released. Note: Should a student's treatment require medication, the cost of filling a prescription is up to the student. Unfortunately, sample medications are not readily available any longer.

Due to the high volume of utilization, students are asked to keep an appointment once it is made or cancel as far as possible in advance to allow other students needing services timely access.

Referrals for Long Term Difficulties:

Students suffering from major mental illnesses and/or severe substance addiction requiring inpatient hospitalization and/or intensive long term care will be referred to a community mental health center, the UAMS Psychiatric Clinic, or to appropriate resources in the community. The cost for this level of care is the responsibility of the student (it is important to maintain health insurance coverage without lapse through school).

Hours:

The Student Wellness Clinic can be reached between **7:15 AM & 4:30 PM Monday through Friday**. Students are seen by appointment only. To schedule a confidential appointment, telephone Ms. Meshelle Helms (Program Manager) at **(501) 686-8408**. In the rare event of an **after-hours emergency, telephone the UAMS operator at (501) 686-7000** identify yourself as a UAMS student with an emergent problem and request the operator to page the UAMS Department of Psychiatry resident on call.

Location:

The Student Wellness Office Suite is located at 227 Jack Stephen's Drive, on the street

level. Parking is available in front of the clinic in spots reserved for the ‘Student Wellness Program’ **for the duration of the appointment. Unauthorized vehicles are ticketed and towed.** Visit http://www.uams.edu/student_mentalhealth/location2.asp for a map to the Student Wellness Office.

Medical Director: Puru Thapa, M.D., M.P.H.

The University of Arkansas at Little Rock also offers counseling services for students enrolled on their campus. Assistance can be obtained by contacting the UA Little Rock Counseling Center (<http://ualr.edu/counseling/>). The UA Little Rock Counseling Center is located in the new student services building (<http://ualr.edu/counseling/contact-us/>). The Phone number is 501.569.3185.

GENERAL DEPARTMENTAL INFORMATION

BUILDING HOURS

The building is open Monday through Friday from 8:00 AM to 5:00 PM and other hours by appointment or class schedule. The clinic is locked nights and weekends. For afterhours and/or weekend access to the building, please contact the department chairperson.

BULLETIN BOARDS

Notices of general and specific interest to students, faculty and staff are posted on the bulletin boards, in the clinic office and in the student study area. Students should check these notice areas daily. The department has a dedicated bulletin board for student use in the hall near the student workroom. The Au.D. Program Board is across the hall from Rooms 658 and 659.

COPYING EQUIPMENT

Students may NOT use the office copying equipment for personal needs. The equipment is to be used for clinic and departmental business only with approval from faculty. Copying equipment for personal student use is available at various sites around the UA Little Rock campus. If a faculty member asks a student to make copies, the faculty member must complete a Copier Usage Authorization Slip which is then given to the clinic secretary. In addition, each student is assigned a copy machine code and has to input this 4-digit code in order to make copies. The department may impose copy page limits.

COMPUTER AVAILABILITY

Computers for student use are available in the student workroom, Room 674. These computers are connected to a laser printer, which is to be used only for clinic-related printing.

Students may also use computers and printers located in the UA Little Rock CEHP East Lab, UA Little Rock Library Computer Lab, the UA Little Rock Student Union Computer Lab, or computer labs at UAMS.

STUDENT LOUNGE

The student lounge is in Room 674. A microwave oven and small refrigerator are also available in this room for student use. Students are expected to maintain this area including cleaning appliances as they are needed.

Faculty Mailboxes

Faculty mailboxes are in Room 648. Submit paperwork and other communications to your instructors using these mailboxes.

STUDENT LOCKERS

Student lockers are located in the student work area (Room 674) and are available for use only by AUSP students enrolled in practicum. Priority for use is given to graduate students. Students are required to provide their own locks for the lockers. In May, all lockers must be cleaned out and locks removed. Any student who fails to remove a lock from a locker will have the lock cut off. Locker sharing is required due to the large number of students enrolled in the program.

STUDENT MAILBOXES

Mailboxes are provided for all Au.D. students in the student study area (Room 674) and are for distribution of mail, phone messages, notes, notices and returned assignments. **It is important to check your mailbox regularly.**

STUDENT E-MAIL

UAMS provides a free email account for each graduate student. The department has designated the UAMS email account as the official method of electronic communication between students and the department and the faculty. If an official departmental email is sent, it will be sent to your UAMS account and you will be responsible for knowing that information. **Therefore, it is important to check your university email account every day.** If you use a smartphone, UAMS offers instructions for setting up e-mail.

OFFICE SUPPLIES

Students are not to remove supplies or materials from the secretaries' desks, the clinic office, or the office supply closet without permission.

HEALTH RELATED ISSUES

IMMUNIZATIONS AND TUBERCULOSIS TESTING

Proof of immunization for tetanus and diphtheria within the last ten years as well as immunizations against measles, mumps and rubella is required of all entering students prior to registration. All students must provide proof of two immunizations against Hepatitis B before the end of the first semester of the program. All students are required to have a PPD (TB skin) test done within one year prior to initial registration as a student at UAMS. Refer to current CHP Catalog for more information.

STUDENT LIABILITY INSURANCE COVERAGE

CHP maintains professional liability insurance coverage for students during their education and training (see **CHP Handbook Section 10.7.1**). However, additional professional liability insurance coverage for students may be available: www.hpsso.com.

PROFESSIONAL MEMBERSHIP, DEVELOPMENT AND SERVICE

One key attribute of a professional is participation in associations and societies which influence the direction, education and practice of the members of a profession. In order to develop this aspect of professionalism, the student will be expected to maintain active student membership in at least one appropriate professional association or society during their tenure in the Au.D. program. Membership in the Student Academy of Audiology, the National Speech-Language-Hearing Student Association, or student membership in the American Academy of Audiology, the American Speech-Language-Hearing Association, the Arkansas Academy of Audiology, or the Arkansas Speech-Language-Hearing Association is strongly encouraged to meet this requirement. (See Appendices H and I for professional organization and governmental information). Professional participation and leadership experience are highly valued in the field of audiology. Participation in student organizations provides you with cost benefits when seeking certification.

Unless there is a budgetary change, beginning Fall 2017 the department sponsors the cost membership dues and convention registration fee annually for all 1st, 2nd, and 3rd year Au.D. students for the Arkansas Academy of Audiology. Students are strongly encouraged to take advantage of this offer and to get involved in the organization.

ARKANSAS ACADEMY OF AUDIOLOGY

The Arkansas Academy of Audiology is the state's premier professional organization created, maintained and advocating for Arkansas' audiologists. We are proud to say that we have over 50 active members. We are dedicated to providing the highest quality healthcare for all of Arkansas' citizens using established best practices and state of the art technology. ARAA is active in providing continuing education for hearing and balance disorders and treatment. We work to increase public awareness of the audiology profession. Website: <http://www.araudiology.org/>

ARKANSAS SPEECH-LANGUAGE-HEARING ASSOCIATION

The Mission of the Arkansas Speech-Language-Hearing Association is to provide leadership, professional development, and quality membership services for audiologists and speech-language pathologists; to serve as the catalyst for innovative practices in prevention, assessment, diagnosis, and treatment of communication, hearing, balance, and swallowing disorders; and to advocate for the provision of quality programs and services and

for the rights of people with communication hearing, balance, and swallowing disorders.
Website: <http://www.arksha.org/>

NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION (NSSLHA)

Founded in 1972, NSSLHA is the national organization for graduate and undergraduate students interested in the study of normal and disordered human communication. NSSLHA is the only official national student association recognized by the American Speech Language Hearing Association (ASHA). Website: <http://www.nsslha.org/>

NSSLHA has approximately 13,000 members with chapters at more than 300 colleges & universities. NSSLHA membership is available to any part- or full-time, graduate or undergraduate student interested in the study of communication disorders.

Students pursuing academic study as speech-language pathology assistants, students pursuing a doctorate of philosophy or doctorate of audiology, as well as students enrolled in a CSD program outside of the United States can be members of national NSSLHA.

There is an active NSSLHA chapter in the department.

STUDENT ACADEMY OF AUDIOLOGY (SAA)

The Student Academy of Audiology (SAA) is the national student division of the American Academy of Audiology (AAA) that serves as a collective voice for students and advances the rights, interests, and welfare of students pursuing careers in audiology. The SAA introduces students to lifelong involvement in activities that promote and advance the profession of audiology and that provide services, information, education, representation and advocacy for the profession and for consumers of audiology services. Website: <http://www.audiology.org/education-research/education/students>

The SAA has over 2,000 members, consisting of students enrolled in Au.D., Ph.D., or other accredited audiology doctoral programs for a first professional degree in audiology.

There is an active SAA chapter in the department.

APPENDIX A:

American Speech-Language-Hearing Association:
Scope of Practice

and

American Academy of Audiology: Scope of Practice

**American Speech-Language-Hearing Association:
Scope of Practice in Audiology**

Professional Roles and Activities

ASHA Professional Roles and Activities

(taken from the 2004 Scope of Practice Statement)

Audiologists serve a diverse population and may function in one or more of a variety of activities. The practice of audiology includes:

A. Prevention

1. Promotion of hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating occupational, school, and community hearing conservation and identification programs;
2. Participation in noise measurements of the acoustic environment to improve accessibility and to promote hearing wellness.

B. Identification

1. Activities that identify dysfunction in hearing, balance, and other auditory-related systems;
2. Supervision, implementation, and follow-up of newborn and school hearing screening programs;
3. Screening for speech, orofacial myofunctional disorders, language, cognitive communication disorders, and/or preferred communication modalities that may affect education, health, development or communication and may result in recommendations for rescreening or comprehensive speech-language pathology assessment or in referral for other examinations or services;
4. Identification of populations and individuals with or at risk for hearing loss and other Auditory dysfunction, balance impairments, tinnitus, and associated communication impairments as well as of those with normal hearing;
5. In collaboration with speech-language pathologists, identification of populations and individuals at risk for developing speech-language impairments.

C. Assessment

1. The conduct and interpretation of behavioral, electroacoustic, and/or electrophysiologic methods to assess hearing, Auditory function, balance, and related systems;
2. Measurement and interpretation of sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment;
3. Evaluation and management of children and adults with Auditory-related processing disorders;
4. Performance of otoscopy for appropriate Audiological management or to provide a basis for medical referral;
5. Cerumen management to prevent obstruction of the external ear canal and of amplification devices;
6. Preparation of a report including interpreting data, summarizing findings, generating recommendations and developing an Audiologic treatment/management plan;
7. Referrals to other professions, agencies, and/ or consumer organizations.

D. Rehabilitation

1. As part of the comprehensive Audiologic (re)habilitation program, evaluates, selects, fits and dispenses hearing assistive technology devices to include hearing aids;
2. Assessment of candidacy of persons with hearing loss for cochlear implants and provision of fitting, mapping, and Audiologic rehabilitation to optimize device use;
3. Development of a culturally appropriate, Audiologic rehabilitative management plan including, when appropriate:
 - a. Recommendations for fitting and dispensing, and educating the consumer and family/caregivers in the use of and adjustment to sensory aids, hearing assistive devices, alerting systems, and captioning devices;
 - b. Availability of counseling relating to psychosocial aspects of hearing loss, and other Auditory dysfunction, and processes to enhance communication competence;
 - c. Skills training and consultation concerning environmental modifications to facilitate development of receptive and expressive communication;
 - d. Evaluation and modification of the Audiologic management plan.

4. Provision of comprehensive Audiologic rehabilitation services, including management procedures for speech and language habilitation and/or rehabilitation for persons with hearing loss or other Auditory dysfunction, including but not exclusive to speechreading, Auditory training, communication strategies, manual communication and counseling for psychosocial adjustment for persons with hearing loss or other Auditory dysfunction and their families/caregivers;
5. Consultation and provision of vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments;
6. Assessment and non-medical management of tinnitus using biofeedback, behavioral management, masking, hearing aids, education, and counseling;
7. Provision of training for professionals of related and/or allied services when needed;
8. Participation in the development of an Individual Education Program (IEP) for school-age children or an Individual Family Service Plan (IFSP) for children from birth to 36 months old;
9. Provision of in-service programs for school personnel, and advising school districts in planning educational programs and accessibility for students with hearing loss and other Auditory dysfunction;
10. Measurement of noise levels and provision of recommendations for environmental modifications in order to reduce the noise level;
11. Management of the selection, purchase, installation, and evaluation of large-area amplification systems.

E. Advocacy/Consultation

1. Advocacy for communication needs of all individuals that may include advocating for the rights/funding of services for those with hearing loss, Auditory, or vestibular disorders;
2. Advocacy for issues (i.e., acoustic accessibility) that affect the rights of individuals with normal hearing;
3. Consultation with professionals of related and/or allied services when needed;
4. Consultation in development of an Individual Education Program (IEP) for school-age children or an Individual Family Service Plan (IFSP) for children from birth to 36 months old;
5. Consultation to educators as members of interdisciplinary teams about communication management, educational implications of hearing loss and other Auditory

- dysfunction, educational programming, classroom acoustics, and large-area amplification systems for children with hearing loss and other Auditory dysfunction;
6. Consultation about accessibility for persons with hearing loss and other Auditory dysfunction in public and private buildings, programs, and services;
 7. Consultation to individuals, public and private agencies, and governmental bodies, or as an expert witness regarding legal interpretations of audiology findings, effects of hearing loss and other Auditory dysfunction, balance system impairments, and relevant noise-related considerations;
 8. Case management and service as a liaison for the consumer, family, and agencies in order to monitor Audiologic status and management and to make recommendations about educational and vocational programming;
 9. Consultation to industry on the development of products and instrumentation related to the measurement and management of Auditory or balance function.

F. Education/Research/Administration

1. Education, supervision, and administration for audiology graduate and other professional education programs;
2. Measurement of functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of Audiologic services;
3. Design and conduct of basic and applied Audiologic research to increase the knowledge base, to develop new methods and programs, and to determine the efficacy, effectiveness, and efficiency of assessment and treatment paradigms; disseminate research findings to other professionals and to the public;
4. Participation in the development of professional and technical standards;
5. Participation in quality improvement programs;
6. Program administration and supervision of professionals as well as support personnel.

American Academy of Audiology: Scope of Practice

January 2004

1. Purpose

The purpose of this document is to define the profession of audiology by its scope of practice. This document outlines those activities that are within the expertise of members of the profession. This Scope of Practice statement is intended for use by audiologists, allied professionals, consumers of Audiologic services, and the general public. It serves as a reference for issues of service delivery, third-party reimbursement, legislation, consumer education, regulatory action, state and professional licensure, and inter-professional relations. The document is not intended to be an exhaustive list of activities in which audiologists engage. Rather, it is a broad statement of professional practice. Periodic updating of any scope of practice statement is necessary as technologies and perspectives change.

2. Definition of an Audiologist

An audiologist is a person who, by virtue of academic degree, clinical training, and license to practice and/or professional credential, is uniquely qualified to provide a comprehensive array of professional services related to the prevention of hearing loss and the Audiologic identification, assessment, diagnosis, and treatment of persons with impairment of Auditory and vestibular function, and to the prevention of impairments associated with them. Audiologists serve in a number of roles including clinician, therapist, teacher, consultant, researcher and administrator. The supervising audiologist maintains legal and ethical responsibility for all assigned audiology activities provided by audiology assistants and audiology students.

The central focus of the profession of audiology is concerned with all Auditory impairments and their relationship to disorders of communication. Audiologists identify, assess, diagnose, and treat individuals with impairment of either peripheral or central Auditory and/or vestibular function, and strive to prevent such impairments.

Audiologists provide clinical and academic training to students in audiology. Audiologists teach physicians, medical students, residents, and fellows about the Auditory and vestibular system. Specifically, they provide instruction about identification, assessment, diagnosis, prevention, and treatment of persons with hearing and/or vestibular impairment. They provide information and training on all aspects of hearing and balance to other professions

including psychology, counseling, rehabilitation, and education. Audiologists provide information on hearing and balance, hearing loss and disability, prevention of hearing loss, and treatment to business and industry. They develop and oversee hearing conservation programs in industry. Further, audiologists serve as expert witnesses within the boundaries of forensic audiology.

The audiologist is an independent practitioner who provides services in hospitals, clinics, schools, private practices and other settings in which Audiologic services are relevant.

3. Scope of Practice

The scope of practice of audiologists is defined by the training and knowledge base of professionals who are licensed and/or credentialed to practice as audiologists. Areas of practice include the Audiologic identification, assessment, diagnosis and treatment of individuals with impairment of Auditory and vestibular function, prevention of hearing loss, and research in normal and disordered Auditory and vestibular function. The practice of audiology includes:

A. Identification

Audiologists develop and oversee hearing screening programs for persons of all ages to detect individuals with hearing loss. Audiologists may perform speech or language screening, or other screening measures, for the purpose of initial identification and referral of persons with other communication disorders.

B. Assessment and Diagnosis

Assessment of hearing includes the administration and interpretation of behavioral, psychoacoustic, and electrophysiologic measures of the peripheral and central auditory systems. Assessment of the vestibular system includes administration and interpretation of behavioral and electrophysiologic tests of equilibrium. Assessment is accomplished using standardized testing procedures and appropriately calibrated instrumentation and leads to the diagnosis of hearing and/or vestibular abnormality.

C. Treatment

The audiologist is the professional who provides the full range of audiologic treatment services for persons with impairment of hearing and vestibular function. The audiologist is responsible for the evaluation, fitting, and verification of amplification devices, including

assistive listening devices. The audiologist determines the appropriateness of amplification systems for persons with hearing impairment, evaluates benefit, and provides counseling and training regarding their use. Audiologists conduct otoscopic examinations, clean ear canals and remove cerumen, take ear canal impressions, select, fit, evaluate, and dispense hearing aids and other amplification systems. Audiologists

assess and provide Audiologic treatment for persons with tinnitus using techniques that include, but are not limited to, biofeedback, masking, hearing aids, education, and counseling.

Audiologists also are involved in the treatment of persons with vestibular disorders. They participate as full members of balance treatment teams to recommend and carry out treatment and rehabilitation of impairments of vestibular function.

Audiologists provide Audiologic treatment services for infants and children with hearing impairment and their families. These services may include clinical treatment, home intervention, family support, and case management.

The audiologist is the member of the implant team (e.g., cochlear implants, middle ear implantable hearing aids, fully implantable hearing aids, bone anchored hearing aids, and all other amplification/signal processing devices) who determines audiologic candidacy based on hearing and communication information. The audiologist provides pre and post-surgical assessment, counseling, and all aspects of Audiologic treatment including Auditory training, rehabilitation, implant programming, and maintenance of implant hardware and software.

The audiologist provides Audiologic treatment to persons with hearing impairment, and is a source of information for family members, other professionals and the general public. Counseling regarding hearing loss, the use of amplification systems and strategies for improving speech recognition is within the expertise of the audiologist. Additionally, the audiologist provides counseling regarding the effects of hearing loss on communication and psycho-social status in personal, social, and vocational arenas.

The audiologist administers Audiologic identification, assessment, diagnosis, and treatment programs to children of all ages with hearing impairment from birth and preschool through school age. The audiologist is an integral part of the team within the school system

that manages students with hearing impairments and students with central Auditory processing disorders. The audiologist participates in the development of Individual Family Service Plans (IFSPs) and Individualized Educational Programs (IEPs), serves as a consultant in matters pertaining to classroom acoustics, assistive

listening systems, hearing aids, communication, and psycho-social effects of hearing loss, and maintains both classroom assistive systems as well as students' personal hearing aids. The audiologist administers hearing screening programs in schools, and trains and supervises non audiologists performing hearing screening in the educational setting.

D. Hearing Conservation

The audiologist designs, implements and coordinates industrial and community hearing conservation programs. This includes identification and amelioration of noise-hazardous conditions, identification of hearing loss, recommendation and counseling on use of hearing protection, employee education, and the training and supervision of non-audiologists performing hearing screening in the industrial setting.

E. Intraoperative Neurophysiologic Monitoring

Audiologists administer and interpret electrophysiologic measurements of neural function including, but not limited to, sensory and motor evoked potentials, tests of nerve conduction velocity, and electromyography. These measurements are used in differential diagnosis, pre- and postoperative evaluation of neural function, and neurophysiologic intraoperative monitoring of central nervous system, spinal cord, and cranial nerve function.

F. Research

Audiologists design, implement, analyze and interpret the results of research related to Auditory and balance systems.

G. Additional Expertise

Some audiologists, by virtue of education, experience and personal choice choose to specialize in an area of practice not otherwise defined in this document. Nothing in this document shall be construed to limit individual freedom of choice in this regard provided that the activity is consistent with the American Academy of Audiology Code of Ethics. This document will be reviewed, revised, and updated periodically in order to reflect changing clinical demands of audiologists and in order to keep pace with the changing scope of practice reflected by these changes and innovations in this specialty.

APPENDIX B:

Essential Functions Document and Signature Page

**University of Arkansas at Little Rock
University of Arkansas for Medical Sciences
Department of Audiology and Speech Pathology**

Essential Functions of Candidates for Program Continuance

INTRODUCTION

The graduate degrees in Audiology (Au.D.) and Speech Pathology (M.S.) are recognized as broad degrees requiring the acquisition of general knowledge and basic skills in all applicable domains. The core curriculum is designed to support student attainment of the academic and clinical competencies needed for graduation, optional certification, and licensure. The education of speech-language pathologists and audiologists requires assimilation of knowledge, acquisition of skills, and development of judgment through client care experiences in preparation for independent and appropriate decisions required in practice. The current practices of speech-language pathology and audiology emphasize collaboration among audiologists, speech-language pathologists, other health care and education professionals, the client, and the client's family.

POLICY

The accredited graduate programs in speech-language pathology and audiology of the University of Arkansas at Little Rock (UA Little Rock) / University of Arkansas for Medical Sciences (UAMS), Department of Audiology and Speech Pathology (ASP) adhere to the standards set by the American Speech-Language-Hearing Association (ASHA). Within ASHA standards, the Au.D. program has the freedom and ultimate responsibility for: the selection of students; the design, implementation, and evaluation of the curriculum; the evaluation of student progress; and, the determination of who should be awarded a degree.

The AUD faculty has a responsibility for the welfare of clients tested, treated, or otherwise affected by students enrolled in the programs. The department has the responsibility to the public to assure that its graduates can become fully competent audiologists and speech-

language pathologists, capable of delivering quality care in a timely manner and preserving the well-being of the clients they serve. Thus, it is important that persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and the physical and emotional capacity necessary to practice speech-language pathology or audiology.

The Department of Audiology and Speech Pathology, as part of the College of Education and Health Professions (UA Little Rock) and the College of Health Professions (UAMS), is committed to the principle of equal opportunity. The Universities, Colleges, and the Department do not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability. When requested, the Universities, Colleges, and the Department will provide reasonable accommodations to otherwise qualified students with properly certified disabilities. The Au.D. faculty has responsibility for the welfare of students in the department. In order to fulfill this responsibility, the department has established academic standards and minimum essential requirements that must be met, with or without reasonable accommodations, in order to participate in the program and graduate.

ESSENTIAL FUNCTIONS

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology or audiology to function in a broad variety of clinical situations, and to render a wide spectrum of client care, students must have essential skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state and national credentialing agencies. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. Failure to meet or maintain essential functions may result in action against the student, including, but not limited to, dismissal from the program.

Communication

A student must possess adequate communication skills to:

- Speak, hear and observe others for the purpose of eliciting and/or perceiving information.
- Communicate effectively and efficiently in oral and written forms.
- Modify their communication style to meet diverse communicative needs.

Motor

A student must possess adequate motor skills to:

- Execute movements reasonably required to move from area to area, maneuver in small places, use equipment, materials and technology (i.e. microphones, hearing aids, computers, AAC devices, etc.) as needed to provide clients with appropriate general care.
- Access transportation to clinical and academic placements.
- Participate in classroom and clinical activities for the defined workday.

Intellectual / Cognitive

A student must possess adequate intellectual, ethical, emotional, and cognitive skills to:

- Achieve academic and clinical knowledge and skills.
- Participate in clinical settings and achieve the levels of competence required by the academic and clinical faculty and off-campus supervisors.
- Solve problems critical to the practice of speech-language pathology and audiology.
- Self-evaluate, identify, and communicate limits of one's own knowledge and skills.
- Identify and utilize resources in order to increase knowledge and skills.
- Utilize detailed written and verbal instruction in order to make unique and independent decisions.
- Measure, calculate reason, analyze, and synthesize as needed in the academic and clinical arenas.

Sensory / Observational

A student must possess adequate senses of vision and hearing to:

- Accurately observe clients and interpret and analyze their behaviors.
- Adequately treat clients and use equipment appropriately.

Behavioral / Social

A student must possess adequate behavioral and social attributes to:

- Display mature, empathetic, and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- Recognize and show respect for individuals of different ages, genders, races, religions, sexual orientations, cultural and socioeconomic backgrounds, and disabilities.
- Recognize when a client's family does or does not understand the clinician's written and/or verbal communication.
- Maintain generally good emotional and mental health to fully utilize their intellectual abilities and exercise good judgment including prompt completion of all academic and clinical responsibilities.

Candidates for the Master of Science in Communicative Disorders (M.S.) and/or the Doctor of Audiology (Au.D.) who have been accepted for admission will be required to verify that they understand and meet these essential functions. Admission decisions are made on the assumption that each candidate can meet the essential functions and fulfill essential functions without consideration of disability.

The *Disability Support Services* office at UA Little Rock will review a student's request for accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If an applicant states she/he can meet the essential functions with accommodation, then the department will determine whether it agrees that the student can meet the essential functions with reasonable accommodation; this includes a review of whether the accommodation would jeopardize client safety or the educational process of the student or the institution, including all coursework and internships/practicum placements deemed essential to graduation. At any time in the course of a student's enrollment in the department, should their needs change; the student can request accommodation through the *Disability Support Services* office.

Disability Support Services and the Department of Audiology and Speech Pathology will jointly decide what accommodations are suitable and possible in terms of reasonable accommodation, and will render the person capable of performing all essential functions established by the program.

Reference: Adapted from the Council of Academic Programs in Communication Sciences and Disorders (2007)

Rev. 8-12-09



UNIVERSITY OF ARKANSAS AT LITTLE ROCK
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
 2801 South University Little Rock, Arkansas 72204 501.569.3155
 Department of Audiology and Speech Pathology
 Speech and Hearing Clinic



Please sign one of the following Essential Functions statements:

Statement for Students who are NOT Requesting Accommodations

I certify that I have read and understand the Essential Functions of Candidates for Program Admission and Continuance listed above and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards, I may be dismissed from the program.

_____ / /
 Signature of Applicant Date

 Printed Name of Applicant

Statement for Students Requesting Accommodations

I certify that I have read and understand the Essential Functions of Candidates for Program Admission and Continuance listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the *Disability Support Services* Office to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodation, I may be dismissed from the program.

_____ / /
 Signature of Applicant Date

 Printed Name

APPENDIX C:

Audiology Guide to Professional Conduct

and

CHP Policy on Professionalism and Professional Conduct

Audiology Guide to Professional Conduct

Professionalism relates to the intellectual, ethical, behavioral and attitudinal attributes necessary to perform as a health care provider. Examples of professional behavior are listed in the CHP Student Handbook in the section entitled "Non-Cognitive Performance Standards." These examples should be reviewed by the student; however, professional behavior is not limited to these examples. In addition, the student will be expected to:

Attention

1. Demonstrate awareness of the importance of learning by asking pertinent questions, identifying areas of importance in clinical practice and reporting and recording those areas.
2. Avoid disruptive behavior in class, lab and clinic, such as talking or other activity which interferes with effective teaching and learning.

Participation

1. Complete assigned work and prepare for class, laboratory, and clinical objectives prior to attending.
2. Participate in formal and informal discussions, answer questions, report on experiences, and volunteer for special tasks and research.
3. Initiate alteration in patient care techniques when appropriate via notification of instructors, supervisors and preceptors.

Dependability and Appearance

1. Attend and be punctual and reliable in completing assignments with minimal instructor supervision.
2. Promote a professional demeanor by appropriate hygiene, grooming and attire.

Communication

1. Demonstrate a pleasant and positive attitude when dealing with patients and co-workers by greeting them by name, approaching them in a non-threatening manner, and setting them at ease.
2. Explain procedures clearly to the patient.
3. Ask patients how they feel and solicit patient comments regarding the patient's overall condition.
4. Communicate clearly to other professionals regarding patient status, using appropriate charting, oral communication and the established chain of command.

5. Demonstrate a pleasant and positive attitude when interacting with co-workers, instructors, faculty, supervisors and preceptors.

Organization

1. Display recognition of the importance of interpersonal relationships with students, faculty, and other members of the health care team by acting in a cordial and pleasant manner.
2. Work as a team with fellow students, instructors, supervisors and preceptors in providing patient care.
3. Organize work assignments effectively.
4. Collect information from appropriate resources.
5. Devise or suggest new techniques that promote patient welfare or increase efficiency.

Safety

1. Verify identity of patients before initiating therapeutic action.
2. Interpret written information and verbal directions correctly.
3. Observe and report significant changes in patient's condition promptly to appropriate person(s).
4. Act to prevent accidents and injury to patients, other personnel and self.
5. Transfer previously learned theory and skills to new/different patient situations.
6. Request help from faculty/staff when unsure.
7. Comply with university and off-campus site guidelines for performance.

Examples of critical errors in professional conduct and judgment include but are not limited to:

1. Failure to place the patient's welfare as first priority.
2. Failure to maintain physical, mental, and emotional composure in all situations.
3. Consistent ineffective, inefficient use of time in clinical setting.
4. Failure to be honest with patients, faculty, and colleagues.
5. Academic misconduct in any form.

Resolution of Alleged Incidents of Misconduct

Observation of Unprofessional Behavior

When a member of the CHP community (student, staff, or faculty member) observes inappropriate behavior that represents a possible violation of expected professional standards, he or she will meet with the individual directly to discuss the misconduct. If both parties agree that a satisfactory resolution results from the meeting, no further action is required. If the observer is unable to meet the individual, the matter should be referred directly to the supervisor/chairman.

If the observer is not able to meet with the individual or, after discussing the issue with the individual, the observer thinks that a satisfactory resolution has not been reached, he or she will notify in writing either the supervisor of the staff or faculty member or the department chairman of the student and describe the incident, the alleged breach of professional conduct, and the failure to obtain resolution. The supervisor/chairman will discuss the nature of the incident with the individual, the observer, and other students, staff, or faculty as appropriate to assess the evidence of misconduct and to develop a remediation plan or course of action. If the evidence is not considered sufficient to pursue the allegation, the incident is considered to be resolved. If the evidence is considered sufficient, the chairman/supervisor will notify in writing the Associate Dean for Academic and Student Affairs (for student conduct) or the Associate Dean for Administrative Affairs (for employee conduct) the nature of the incident and the corrective steps recommended. The associate dean will review the report and the recommendations by the supervisor/chairman to ensure that policies and procedures have been followed and that the rights, including due process, of all parties involved have been preserved.

The chairman or supervisor will meet with the student or employee and discuss the breach of professional conduct and the proposed remediation plan or plan of action. Students and employees will be given at least five (5) week days' notice of the meeting. The notice will be in writing, and mailed to the student's or employee's address of record. The notice will contain the time, place, and nature of the meeting, and a brief description of the misconduct. The notice will also inform the student or employee of his/her right to present witnesses on his/her behalf. The accused student or employee must notify the chairman or supervisor about his/her intention to present such witness(es) at least two days prior to the meeting. The chairman or supervisor may have another faculty/staff member present to validate the proceedings in the meeting with the student or employee. The remediation plan may include placing the student or employee on probationary status, mandating counseling, or other actions designed to emphasize the importance of professional conduct and to educate the student or employee about professional behavior. The course of action may also include dismissal or termination. The supervisor or chairman's findings and actions shall be recorded in the individual's file.

At the conference with the student or employee, the chairman or supervisor will:

- a. Present the accusation;
- b. Hear the explanation, admission, and/or denial of the alleged act of misconduct by the accused student or employee;
- c. Discuss the seriousness of the alleged act of misconduct, the implications, and the process for resolution of the allegation;

- d. Inform the student or employee of the probable remediation plan previously determined by the chairman or supervisor, for the alleged misconduct.

If the student or employee admits to the allegation and agrees with the recommended remediation plan, the chairman or supervisor will inform the student or employee in writing of the remediation plan to be imposed. The chairman or supervisor will communicate to the student or employee in a written report of the incident and remediation plan. The report will be signed by the chairman or supervisor and the student or employee and forwarded to the Dean of the CHP for review. The Dean may approve or modify the remediation plan recommended in the report but shall not increase the severity of the remediation plan. The Dean's decision must be communicated to the student and faculty member within five (5) week days after receiving the report, at which time the remediation plan for the admitted misconduct is implemented.

Appeal Process for Students

If the student disagrees with the recommended remediation plan, the student may appeal the decision in writing to the Dean of the CHP, within five (5) week days after being informed of the decision by the chairman. The Dean's decision on the appeal will be based on the student's written reasons for disagreement and other pertinent evidence, as well as the written report cited above. The Dean, in ruling on the appeal, may enlist the aid of the Professional Conduct Advisory Panel. The Dean's decision is final and must be communicated to the student within 15 week days from the date the appeal was received by the Dean. If the Dean's decision is to implement the remediation plan, it is implemented at the time of notification.

If the student denies the allegation at the time of the initial meeting with the chairman, the chairman and the student will each prepare a written report to be forwarded to the Dean. The reports shall include a description of the alleged incident of misconduct, the process used to address the allegation, and the outcome of the meeting. The student's written report should include a clear statement of his/her rebuttal to the allegation. The chairman's report should include a description of the alleged act of misconduct and all evidence related to the allegation. These written reports are to be signed by the authors and submitted to the Dean within five (5) week days following the meeting between the chairman and accused student.

The Dean's decision will be based on the student's and chairman's written reports and other available relevant evidence. The Dean of the CHP has the prerogative of establishing a Professional Conduct Advisory Panel, as the need arises, to consider the issues related to alleged incidences of professional misconduct and/or the proposed remediation plans. The purpose of the Professional Conduct Advisory Panel is to insure full investigation of incidences of alleged misconduct and/or the remediation plans when use of the informal process, described previously, has not resolved an issue to the student's satisfaction. The panel shall be advisory to the Dean, and its recommendations shall not be binding upon him/her. The Dean's decision is final and must be communicated to the student within fifteen (15) week days from the date the appeal was received by the Dean. Following this notification, the applicable remediation plan is implemented.

The composition of the Professional Conduct Advisory Panel shall be:

1. A chairman appointed by the Dean
2. Two faculty members selected by the Dean. One faculty member shall be from the department in which the accused student is enrolled, but he/she shall not be involved in the allegation. The other faculty member shall be from another department of the CHP. If it is not possible to identify a faculty member in the student's department who is not involved in the allegation, both faculty members shall be appointed from other departments.
3. Two students selected by the Dean. The students shall be in good standing. One student shall be selected from the department, in which the accused student is enrolled, but not from the same class as the accused student. The second student shall be from another department in the CHP. In the event the department has only one class, both students will be selected from other departments.

The primary duty of the Professional Conduct Advisory Panel shall be to review as rapidly and discreetly as possible all information provided about the alleged incident of misconduct and to seek other facts deemed necessary to insure adequate review of the allegation and/or recommended remediation plan. The student and the chairman involved in the allegation may be present and hear all witnesses. Confidentiality is expected from all Panel members and others involved. At the time the Panel is convened for this purpose, a reasonable deadline by which the Panel's work must be completed will be established by the Dean, recognizing the overall 15-day deadline. At the completion of its review, a written report of the Committee's process of review, findings, and its recommendations shall be forwarded to the Dean of the CHP, thereby completing the work of the Panel. Following the review of the findings and recommendations of the Professional Conduct Advisory Panel, the Dean of the CHP shall make the final decision.

Appeal Process for Staff

If the employee disagrees with the allegation and/or remediation plan proposed by his/her supervisor, the employee may submit a grievance in accordance with the general grievance procedure for non-academic employees of UAMS (See attached Grievance Procedure from the UAMS Staff Handbook). The employee will grieve the decision to the next level above his/her supervisor.

Appeal Process for Faculty

If a faculty member disagrees with the allegation and/or the remediation plan proposed by his/her supervisor, the faculty member may grieve to the Dean by following the procedures outlined in Section G-3 of the 1996 UAMS Faculty Handbook (See attached Academic Employee Grievance Procedure from the UAMS Faculty Handbook).

Immediate Responses

If the observer believes that an individual has committed a serious breach of professional conduct that may place another individual, the College, or a clinical site in jeopardy, he or she will refer the matter directly to the Associate Dean for Academic and Student Affairs or the Associate Dean for Administrative Affairs who will take appropriate action as defined under the Policy On Administrative Actions (See the CHP Handbook).

APPENDIX D:

Assurances

HONOR CODE

AUSP CONFIDENTIALITY STATEMENT

CHP CONFIDENTIALITY STATEMENT

CHP PROFESSIONALISM SIGNATURE PAGE

ESSENTIAL FUNCTIONS SIGNATURE PAGE

AU.D. ACADEMIC HANDBOOK STATEMENT

AU.D. CLINIC HANDBOOK STATEMENT

AU.D. PRACTICUM AND EXTERNSHIP HANDBOOK STATEMENT

DEPARTMENT OF AUDIOLOGY AND SPEECH PATHOLOGY

STUDENT HONOR CODE

Whereas, the degree program in audiology and speech-language pathology is dual purpose – academic and professional – it is designated to produce graduates who are competent both as scientists and clinicians. For the health of the field, it is imperative that its member work in the best interest of the population they serve and for the general society. In order to achieve this goal, members must be trusted to work independently. That is, competent scientists and professionals must work *on their honor*. It follows that students striving to become honorable scientists and professionals must be trustworthy and must be able to perform *on their honor*.

Therefore, I, _____, pledge that I will work *on my honor* in all facets of the program – class work, practicum, research – to accomplish the assignments, tasks, and activities which may be required of me. I understand that academic, scientific, or professional dishonesty will result in my dismissal from the program.

Student _____

Date _____

Department Chair _____

Date _____

AUSP Confidentiality Statement

UA LITTLE ROCK/UAMS DEPARTMENT OF AUDIOLOGY AND SPEECH PATHOLOGY

UA Little Rock Speech and Hearing Clinic

2801 South University, Suite 600

Little Rock, AR 72204

501-569-3155 Phone 501-569-3157 Fax

I understand that, as a related part of my coursework, supervised observation practicum, and supervised practicum, I will have access to confidential information regarding clients of the UA Little Rock Speech and Hearing Clinic and other facilities.

I promise **NOT** to violate the privacy of any client by:

1. discussing information with persons other than faculty, supervisors, and other student clinicians for the purpose of clinical education.
2. placing confidentiality of information at risk by removing client files from the clinic or failing to implement appropriate procedures for reviewing files*.

I understand that a breach of confidentiality will result in serious penalties as determined by the faculty and administration of the program or sponsoring institutions. Penalties could include dismissal from the UA Little Rock/UAMS Department of Audiology and Speech Pathology.

My signature below indicates that I have read this statement carefully. In addition, the statement and its ramifications have been explained by a faculty member in the context of either practicum meetings or classes.

Student Signature

Date

Printed Name

*Procedures for reviewing files are posted in the clinic office.

UAMS/UA LITTLE ROCK Au.D. and SLP Students

CHP Confidentiality Statement

Patients are entitled to confidentiality with regard to their medical and personal information. The right to confidentiality of medical information is protected by state law and now by federal privacy regulations known as the Health Insurance Portability and Accountability Act (HIPAA). Those regulations specify substantial penalties for breach of patient confidentiality.

1. All patient medical and personal information is confidential information regardless of my educational or clinical settings(s) and must be held in strict confidence. This confidential information must never become casual conversation anywhere in or out of a hospital, clinic or any other venue. Information may be shared with only health care providers, supervising faculty, hospital or clinic employees, and students involved in the care or services to the patient or involved in approved research projects who have a valid need to know the information.
2. Under strict circumstances, upon receipt of a properly executed medical authorization by the patient or a subpoena, medical information may be released to the requesting party. Inquiries regarding the appropriateness of the authorization or subpoena should be directed to the medical records department, the Hospital's counsel or the University's Office of Legal Counsel at 501-686-5699 or 501-603-1379, depending on the situation.
3. Hospital Information System's user codes/passwords are confidential. Only the individual to whom the code/password is issued should know the code. No one may attempt to obtain access through the computer system to information to which s/he is not authorized to view or receive. If you are aware that another individual knows your code/password, it is your responsibility to request a new user code/password.
4. If a violation of this policy occurs or is suspected, report this information immediately to your supervising faculty.
5. Violations of this policy will result in disciplinary action up to and including termination from the program. Intentional misuse of protected health information could also subject an individual to civil and criminal penalties.

I, _____, acknowledge receipt of this Confidentiality Policy. I have read the policy and agree to abide by its terms and requirements throughout my education/training at UAMS and as a part of my participation in patient care activities.

Date received and reviewed _____

Signature _____

CHP PROFESSIONALISM AND PROFESSIONAL CONDUCT

Signature Page

Adherence to professional standards is an academic requirement for graduation from the College of Health Professions and a performance standard for students, staff and faculty. Failure to meet these standards will result in disciplinary action, which may include dismissal from the academic program and the college.

I, _____, acknowledge receipt of the CHP Policy on Professionalism and Professional Conduct. I have read the policy and agree to abide by its terms and requirements throughout my education/training at UAMS and as a part of my participation in patient care activities.

Date received and reviewed _____

Signature _____

Printed Name _____

Rev. 8-12-09



UNIVERSITY OF ARKANSAS AT LITTLE ROCK
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
 2801 South University Little Rock, Arkansas 72204 501.569.3155
 Department of Audiology and Speech Pathology
 Speech and Hearing Clinic



Please sign one of the following Essential Functions statements:

Statement for Students who are NOT Requesting Accommodations

I certify that I have read and understand the Essential Functions of Candidates for Program Admission and Continuance listed above and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards, I may be dismissed from the program.

_____ / /
 Signature of Applicant Date

 Printed Name of Applicant

Statement for Students Requesting Accommodations

I certify that I have read and understand the Essential Functions of Candidates for Program Admission and Continuance listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the *Disability Support Services* Office to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodation, I may be dismissed from the program.

_____ / /
 Signature of Applicant Date

 Printed Name



UNIVERSITY OF ARKANSAS AT LITTLE ROCK
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
 2801 South University Little Rock, Arkansas 72204 501.569.3155
 Department of Audiology and Speech Pathology
 Speech and Hearing Clinic



AU.D. ACADEMIC HANDBOOK STATEMENT

My signature on this page serves as verification that I have received the Au.D. Academic Handbook. By signing this form, I certify that I have read and understand the “Au.D. Academic Handbook” for the Audiology Program in the UALR/UAMS Department of Audiology and Speech Pathology. I agree to abide by all of the policies and procedures stated in this manual and understand that failure to do so may jeopardize my progress in the Au.D. program. Potential consequences include probation, withdrawal from clinic, and in more egregious cases, withdrawal from the program.

 Name of Student

 Date

 Signature of Applicant

Return this document to:

Director of Audiology
 UA Little Rock/UAMS Department of Audiology and Speech Pathology
 2801 South University Ave.
 Little Rock, AR 72204



UNIVERSITY OF ARKANSAS AT LITTLE ROCK
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
 2801 South University Little Rock, Arkansas 72204 501.569.3155
 Department of Audiology and Speech Pathology
 Speech and Hearing Clinic



AU.D. CLINIC HANDBOOK STATEMENT

My signature on this page serves as verification that I have received the Au.D. Clinic Handbook. By signing this form, I certify that I have read and understand the “Au.D. Clinic Handbook” for the Audiology Program in the UALR/UAMS Department of Audiology and Speech Pathology. I agree to abide by all of the policies and procedures stated in this manual and understand that failure to do so may jeopardize my progress in the Au.D. program. Potential consequences include probation, withdrawal from clinic, and in more egregious cases, withdrawal from the program.

 Name of Student

 Date

 Signature of Applicant

Return this document to:

Director of Audiology
 UA Little Rock/UAMS Department of Audiology and Speech Pathology
 2801 South University Ave.
 Little Rock, AR 72204

APPENDIX E:

Advising Documents

GRADUATE ADVISING FILE CHECKLIST

AU.D. PROGRAM ADVISING WORKSHEET

DEGREE PLAN WITH B.S. REQUIREMENT

AU.D. PLAN OF STUDY (ADVISING GUIDE)

DIVERSITY FORM

Graduate Advising File Checklist
(DOCTOR OF AUDIOLOGY, AU.D.)

NAME _____ ADVISOR _____

SECTION 1: ADMISSION INFORMATION

- _____ PROGRAM ADMISSION LETTER
- _____ APPLICATION MATERIALS
- _____ GRE SCORES
- _____ UNDERGRADUATE TRANSCRIPT(S)
- _____ UNDERGRADUATE COURSE REVIEW

SECTION 2: ASSURANCES

- _____ SIGNED HONOR CODE
- _____ SIGNED ESSENTIAL FUNCTIONS STATEMENT
- _____ SIGNED CONFIDENTIALITY STATEMENT – DEPARTMENT
- _____ SIGNED CONFIDENTIALITY STATEMENT – CHP
- _____ SIGNED AU.D. PROGRAM HANDBOOK STATEMENT
- _____ SIGNED AU.D. CLINIC HANDBOOK STATEMENT
- _____ SIGNED AU.D. EXTERNSHIP MANUAL STATEMENT

SECTION 3: ADVISING DOCUMENTS

- _____ DEGREE PLAN
- _____ ADVISING GUIDE
- _____ WORKING UAMS TRANSCRIPT (AS NEEDED)

SECTION 4: CLINIC DOCUMENTS

- _____ CLOCK HOUR SUMMARY FORMS

SECTION 5: RESEARCH DOCUMENTS

- _____ HUMAN SUBJECTS RESEARCH TRAINING CERTIFICATE

SECTION 6: GRADUATION DOCUMENTATION

- _____ REPORT OF COMPREHENSIVE EXAM (COPY TO CHP)
- _____ SIGNED FINAL CLOCK HOUR SUMMARY FORM
- _____ COMPLETED KNOWLEDGE AND SKILLS ASSESSMENT FORM
- _____ FINAL KASA VERIFICATION FORM
- _____ COPY OF SIGNATURE PAGE FOR RESEARCH PROJECT/THESIS
- _____ ADVISOR LETTER TO PROGRAM DIRECTOR RE: COMPLETION OF DEGREE REQUIREMENTS
- _____ PROGRAM DIRECTOR LETTER ASSERTING COMPLETION OF DEGREE REQUIREMENTS
- _____ FINAL COPY OF UAMS TRANSCRIPT (WITH DEGREE)

SECTION 7: MISCELLANEOUS

- _____ OTHER DOCUMENTATION, INCLUDING REGISTRATION FORMS, SEMESTER GRADES, CERTIFICATES, ETC.

Au.D. PROGRAM STUDENT ADVISING WORKSHEET

Student Name _____ Anticipated Graduation Date _____

Y1 Fall		Date _____
Topic	Comments	Initials
Degree Plan/Registration		
Semester Courses		
Semester Clinic		
Program Assessment		
Other		

Y1 Spring		Date _____
Topic	Comments	Initials
Degree Plan/Registration		
Semester Courses		
Semester Clinic		
Program Assessment		
Other		

Y2 Summer		Date _____
Topic	Comments	Initials
Degree Plan/Registration		
Semester Courses		
Semester Clinic		
Program Assessment		
Other		

Y2 Fall		Date _____
Topic	Comments	Initials
Degree Plan/Registration		
Semester Courses		
Semester Clinic		
Program Assessment		
Other		

Y2 Spring		Date _____
Topic	Comments	Initials
Degree Plan/Registration		
Semester Courses		
Semester Clinic		
Program Assessment		
Other		

Y3 Summer		Date _____
Topic	Comments	Initials
Degree Plan/Registration		
Semester Courses		
Semester Clinic		
Research Project		
Program Assessment		
Other		

Y3 Fall		Date
Topic	Comments	Initials
Degree Plan/Registration		
Semester Courses		
Semester Clinic		
Research Project		
Program Assessment		
Other		

Y3 Spring		Date
Topic	Comments	Initials
Degree Plan/Registration		
Semester Courses		
Semester Clinic		
Research Project		
Program Assessment		
Other		

Y4 Summer		Date
Topic	Comments	Initials
Degree Plan/Registration		
Externship		
Research Project		
Program Assessment		
Other		

Y4 Fall		Date
Topic	Comments	Initials
Degree Plan/Registration		
Externship		
Research Project		
Program Assessment		
Other		

Y4 Spring		Date
Topic	Comments	Initials
Degree Plan/Registration		
Externship		
Research Project		
Program Assessment		
Other		

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
COLLEGE OF HEALTH PROFESSIONS
DEGREE PLAN

NAME: _____ MAJOR Audiology

AWARD: ___ A.S. ___ B.S. ___ CERTIFICATE X OTHER: Au.D.

DATE PLAN PREPARED _____ CATALOG USED _____ SC ACCEPTED IN TRANSFER: _____

This plan is provided to the student as a guide to planning work toward a degree. It is based upon, but does not supercede, the student's official records. Students are strongly urged to carefully review the general education requirements for graduation, as well as for the student's major field, as set forth in the appropriate college catalog. Frequent communication between the student and advisor should be maintained during the period covered by this plan. For this plan to remain valid, all requirements must be completed within eight (8) years from the date on this document. If the general education requirements are changed by the State, additional course work that is not currently identified on this plan may be needed to complete the degree requirements. Withdrawal from the college, school or program prior to completion of professional coursework invalidates this plan.

REQUIREMENTS REMAINING

General Education	Hours	Comments or Summary
Degree Requirements	Hours	Comments or Summary
A minimum of 118 SC must be completed for the Au.D. degree. see _____ CHP Catalog for specific program education requirements.	118	Total SC Remaining: 118

I understand and agree to the stipulations of this degree plan.

Student: _____ Date: _____

Approval Signatures

Advisor: _____ Date: _____

Program Director: _____ Date: _____

Registrar: _____ Date: _____

Associate Dean: _____ Date: _____

Au.D. Plan of Study (Example Advising Guide)

	Fall		Spring		Summer		Totals			
Year 1	AUDI 5023	Basic Diagnostic Audiology	3	AUDI 5073	Advanced Diagnostic Audiology	3	AUDI 5162	Genetics of Hearing Loss	2	
	AUDI 5043	Anatomy and Physiology of the Auditory and Vestibular Systems I	3	AUDI 5193	Anatomy and Physiology of the Auditory and Vestibular Systems II	3	AUDI 5222	Professional Issues in Audiology and Speech Pathology	2	
	AUDI 5053	Acoustics and Psychoacoustics	3	AUDI 5183	Outcomes Research and Evidence Based Practice	3	AUDI 5063	Auditory Processing	2	
	AUDI 5113	Instrumentation in Audiology and Speech Pathology	3	AUDI 5223	Amplification	3	AUDI 5401	Audiology Practicum	1	
	AUDI 5401	Audiology Practicum	1	AUDI 5401	Audiology Practicum	1	AUDI 5041	Clinical Laboratory	1	
	AUDI 5041	Clinical Laboratory	1	AUDI 5041	Clinical Laboratory	1				
		Total	14		Total	14		Total	8	36
Year 2	AUDI 5153	Pediatric Audiology	3	AUDI 5233	Pediatric Amplification and Intervention	3	AUDI 5232	Practice Management	2	
	AUDI 5083	Clinical Electrophysiology	3	AUDI 5103	Medical Audiology	3	AUDI 5361	Directed Research	2	
	AUDI 5013	Research Methods in Communication Disorders	3	AUDI 5243	Aural Rehabilitation: Adult	3	AUDI 5401	Audiology Practicum	2	
	AUDI 5253	Amplification II	3	AUDI 5263	Evaluation and Treatment of the Balance System	3	AUDI 5041	Clinical Laboratory	1	
	AUDI 5401	Audiology Practicum	2	AUDI 5401	Audiology Practicum	2				
	AUDI 5041	Clinical Laboratory	1	AUDI 5041	Clinical Laboratory	1				
		Total	15		Total	15		Total	7	37
Year 3	AUDI 5283	Gerontology	3	AUDI 5192	Cultural Competency in Audiology	2	AUDI 5361	Directed Research [if not complete]	1	
	AUDI 5033	Educational Audiology	3	AUDI 5212	Hearing Conservation	2	AUDI 5164	Clinical Externship	4	
	AUDI 5273	Implant Device Technology	3	AUDI 5173	Counseling	3	AUDI 5041	Clinical Laboratory	1	
	AUDI 5361	Directed Research	2	AUDI 5361	Directed Research	2				
	AUDI 5401	Audiology Practicum	2	AUDI 5401	Audiology Practicum	2				
	AUDI 5041	Clinical Laboratory	1	AUDI 5041	Clinical Laboratory	1				
		Total	14		Total	12		Total (research not included)	5	31
Year 4	AUDI 5361	Directed Research [if not complete]	1	AUDI 5361	Directed Research [if not complete]	1				
	AUDI 5166	Clinical Externship	6	AUDI 5166	Clinical Externship	6				
	AUDI 5041	Clinical Laboratory	1	AUDI 5041	Clinical Laboratory	1				
		Total (research not included)	7		Total (research not included)	7				14
Minimums to Total			118							
Coursework			72							
Clinical Laboratory			11							
Practicum			13							
Research			6	Final Count						
Externship			16	118						

Diversity Checklist
UA LITTLE ROCK/UAMS
Department of Audiology & Speech Pathology
Graduate Program

Directions: As you interact with your clients, keep track of the various sources of diversity you encounter *as you perceive them* (Refer to ASHA, 2004. *Knowledge and Skills Needed by Speech-Language Pathologists and Audiologists to Provide Culturally and Linguistically Appropriate Services [Knowledge and Skills]*. Available from www.asha.org/policy). At the end of each term, write the location where you encountered sources of diversity and the date you filled in this form. You only need to mark one encounter per diversity source. Feel free to add any comments.

Demographic Category	Fall, Year 1 Date_____	Spring, Year 1 Date_____	Summer, Year 2 Date_____	Fall, Year 2 Date_____	Spring, Year 2 Date_____
	Location	Location	Location	Location	Location
Ethnicity					
European-American					
African- American					
Native- American					
Hispanic-American					
Asian- American					
Other					
Nationality					
American Citizen					
Other					
Additional					
SES					
Religion					
Sexual orientation					
Educational background					
Mental/physical disability					

Comments:

Demo- graphic Cat- egory	Summer, Year 3 Date_____	Fall, Year 3 Date_____	Spring, Year 3 Date_____	Summer, Year 4 Date_____	Fall, Year 4 Date_____	Spring, Year 4 Date_____
	Location	Location	Location	Location	Location	Location
Ethnicity						
European-Ameri- can						
African- Ameri- can						
Native- American						
Hispanic-Ameri- can						
Asian- American						
Other						
Nationality						
American Citizen						
Other						
Additional						
SES						
Religion						
Sexual orienta- tion						
Educational background						
Mental/physical disability						

Comments:

APPENDIX F:

2017 Standards for Accreditation in Audiology and Speech-Language Pathology

See:

Council on Academic Accreditation in Audiology and Speech-Language Pathology. (2017). Standards for accreditation of graduate education programs in audiology and speech-language pathology (2017). Retrieved August 11, 2017 from <http://caa.asha.org/wpcontent/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>

APPENDIX G:

Comprehensive Examination

1. The examination is required of all doctoral degree candidates prior to graduation.
2. Students taking this examination must have earned at least a cumulative GPA of 3.00 in department graduate courses.
3. The examination is offered during the spring semester of the third year of the student's graduate training. Additional testing opportunities will be made available if the student does not pass the first examination.
4. Comprehensive exams will be administered on a single day.
5. The examination will be held in a room large enough to accommodate all students being examined. The examination will be proctored at all times.
6. The answers to individual questions may require synthesis and application of information from multiple knowledge and skill areas.
7. The examination is administered via Blackboard. During grading, anonymity of student answers is maintained until after scores have been computed and discussed. Within 10 working days after the last day of the comprehensive examination, there will be a faculty meeting in which the faculty will recommend pass or fail for each student
8. Each student will receive official notification of pass or fail on the examination in writing from the department chair. Letters will be placed in the student mailboxes or mailed to their home address, if requested. Student scores will be kept confidential; however, students who fail may review their examination with their academic advisor. All scores of both students who pass and who fail will be maintained by the department chair.
9. Passing the comprehensive examination is a prerequisite to beginning the fourth year externship.
10. If a student fails the examination, s/he will be required to retake the examination. If a student does not successfully complete the examination within three attempts, the student will be terminated from the program.

APPENDIX H:

Student Organizations

- The Student Academy of Audiology (SAA). Memberships are available through the National Student Academy of Audiology.

Samuel Atcherson, Ph.D., Faculty Co-Advisor

Jennifer Franklin, Au.D., Faculty Co-Advisor

University Plaza, Suite 600

501-569-3155

- The UAMS/UA Little Rock Student Speech-Language-Hearing Association (NSSLHA)

Dana Moser, Ph.D., Faculty Advisor

University Plaza, Suite 600

501-569-3155

National Student Organizations

- National Student Speech Language Hearing Association

2200 Research Boulevard #450 * Rockville, MD 20850

PH: 800-498-2071 (ASHA Action Center) * Email: actioncenter@asha.org

<http://www.nsslha.org>

- Student Academy of Audiology

11730 Plaza America Drive, Suite 300 * Reston, VA 20190

PH: 800-AAA-2336 * FX 703-790-8631

<http://www.audiology.org/education-research/education/students>

State Professional Organizations with Student Memberships

- Arkansas Academy of Audiology (ARAA)
www.ARAudiology.org
PO Box 17447 * Little Rock, AR 72222
- Arkansas Speech-Language-Hearing Association (ArkSHA)
P.O. Box 250261 * Little Rock, AR 72225
PH: 877-427-5742 * FX: 501-244-2333 * email: arksha@arksha.org
www.arksha.org

National Professional Organizations with Student Memberships

- American Speech Language Hearing Association
2200 Research Boulevard * Rockville, MD 20850-3289
PH: 301-296-5700 * Members: 800-498-2071 * Non-member: 800-638-8255
FX: 301-296-8580 * TTY 301-296-5650 * Email: actioncenter@asha.org
www.asha.org
- American Academy of Audiology
11730 Plaza America Drive, Suite 300 * Reston, VA 20190
PH: 800-AAA-2336 * FX 703-790-8631
www.audiology.org

APPENDIX I:

Licensure and Governmental Information

State Licensing Agency

Arkansas Board of Examiners for Speech Pathology & Audiology
101 E. Capitol
Suite 211
Little Rock, AR 72201
Voice: 501-682-9180
Fax: 501-682-9181

Arkansas and U.S. Legislative Information

Arkansas State Home Page <http://www.state.ar.us/>
Arkansas House of Representatives Home Page: <http://www.arkansas.gov/house/>
Arkansas House of Representatives Home Page: <http://www.arkansas.gov/senate/>
Arkansas U.S. Representatives:
 District 1: Rick Crawford <http://crawford.house.gov/>
 District 2: French Hill <http://hill.house.gov/>
 District 3: Steve Womack <http://womack.house.gov/>
 District 4: Bruce Westerman <http://westerman.house.gov/>
Arkansas U.S. Senators:
 Tom Cotton <http://cotton.senate.gov>
 John Boozman <http://www.boozman.senate.gov/public/>