



# **ACADEMIC HANDBOOK**

## **DOCTOR OF AUDIOLOGY PROGRAM**

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**2021-2022 ACADEMIC YEAR**

## INTRODUCTION

The purpose of the *UAMS AuD Academic Handbook* is to familiarize you with various department and audiology program guidelines that will be important for you during your 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 program director.

These guidelines are not all inclusive. You must also be aware of the policies and procedures contained in other publications developed by the department, college (College of Health Professions) and university (UAMS).

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## **DEPARTMENTAL MISSION STATEMENT**

The mission of the Audiology and Speech Pathology (ASP) 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 (ASP Strategic Plan, 2018).

## **ASP STATEMENT OF SOLIDARITY**

The UAMS Department of Audiology and Speech Pathology stands in solidarity with Black, Indigenous and People of Color during this time of heightened cultural awakening to years of societal oppression and systemic racism. We support our colleagues, students, clients and patients of color. We join in mourning the unjust deaths of countless Black Americans who have suffered from systemic racism throughout the years. We, as an academic department, commit to examining and re-examining biases within ourselves, our policies and procedures, and metrics aligned with ensuring student access and success. We commit to educating ourselves and our students to ensure increased diversity, equity, and inclusion within our department and thus, society at large. We commit to learn and change as we actively listen to the lived experiences of persons from oppressed minority groups. We further commit to recognizing, understanding, and educating others about the societal and systemic obstacles facing individuals at the intersection of race, ethnicity, sexual orientation, gender identity/expression, ability, culture, religion, and national origin.

## **UAMS ACADEMIC AFFAIRS POLICY 2.1.3 – NON-DISCRIMINATION STATEMENT**

It is the policy of the University of Arkansas Medical Sciences and all of its affiliated colleges and organizations not to engage in discrimination or harassment against any person because of race, color, religion or creed, sex, gender, gender identity, pregnancy, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, veteran status, political beliefs or affiliations, and to comply with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders and regulations, including remaining compliant and consistent with the Civil Rights Act; the Americans with Disabilities Act; the Rehabilitation Act of 1973; and Title IX of the Education Amendments of 1972.

## **AUD PROGRAM MISSION STATEMENT**

- The mission of the Doctor of Audiology (AuD) 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 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 settings.

## **GOALS OF THE AUD 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 balance disorders;
- provide appropriate intervention for children and adults with hearing and balance disorders;
- understand and evaluate research in the field of audiology and related areas;
- apply evidence based practice principles in the assessment and treatment of hearing and balance disorders; and
- understand and apply the principles of ethical and professional conduct.

## **EDUCATIONAL OBJECTIVES OF THE AUD PROGRAM**

Students 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, and (e) intervention to minimize the effects of changes in the auditory and vestibular systems on an individual's ability to participate in their 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.

Students will demonstrate the knowledge and skills to meet the clinical competencies as outlined by the Council for Clinical Certification (CFCC) of the ASHA. The clinical curriculum in audiology must include clinical and/or simulated clinical experiences in the areas of: (a) prevention, screening and identification, (b) assessment (audiometrics), (c) assessment (special tests), (d) audiologic (re)habilitation, (e) pediatric audiologic (re)habilitation, (f) counseling, (g) communication, and (h) professional practice.

## **THE PROFESSION OF AUDIOLOGY**

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 and sound access systems; assist in school-based amplification decisions; evaluate the vestibular system, as well as many other activities. Graduates of this program are prepared for positions in a variety of professional settings including hospitals and private otolaryngology 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 for links to the ASHA and AAA Scopes of Practice).

## **PROGRAM ACCREDITATION**

The doctoral (AuD) education program in audiology at the University of Arkansas for Medical Sciences 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, MD 20850, 800-498-2071 or 301-296-5700.



## PREREQUISITE COURSES

At least one undergraduate course in each of mathematics (college algebra or higher), a biological science, a physical science (chemistry or physics), a behavioral science, and statistics is required. Although there are no prerequisite courses in audiology or speech pathology, the program requires 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 three semesters of the program.

## CURRICULUM

A minimum of 104 semester credits (SC) are required in the program. The following 104 credit sample degree plan demonstrates a program that meets the credit minimum.

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
<b><i>Y1 Fall</i></b>		
AUDI 5023	Basic Diagnostic Audiology	3
AUDI 5043	Anatomy and Physiology I	3
AUDI 5053	Acoustics and Psychoacoustics	3
AUDI 5113	Amplification I	3
AUDI 5401	Audiology Practicum	1
AUDI 5041	Clinical Laboratory 1	1
		<b>14</b>
<b><i>Y1 Spring</i></b>		
AUDI 5073	Advanced Diagnostic Audiology	3
AUDI 5193	Anatomy and Physiology II	3
AUDI 5103	Hearing Disorders and Genetics	3
AUDI 5223	Amplification II	3
AUDI 5401	Audiology Practicum	1
AUDI 5041	Clinical Laboratory 2	1
		<b>14</b>
<b><i>Y2 Summer</i></b>		
AUDI 5013	Research Methods and Evidence-based Practice	3
AUDI 5222	Professional Issues and Ethics	2
AUDI 5401	Audiology Practicum	1
		<b>6</b>
<b><i>Y2 Fall</i></b>		
AUDI 5153	Pediatric Diagnostic Audiology	3
AUDI 5083	Clinical Electrophysiology	3
AUDI 5192	Cultural Competence in Audiology	2
AUDI 5342	Tinnitus and Hyperacusis	2
AUDI 5401	Audiology Practicum	2
AUDI 5041	Clinical Laboratory	1
		<b>13</b>
<b><i>Y2 Spring</i></b>		

AUDI 5233	Pediatric Amplification and Intervention	3
AUDI 5173	Counseling in Communication Disorders	3
AUDI 5263	Balance in Adults and Children	3
AUDI 5212	Hearing Conservation	2
AUDI 5401	Audiology Practicum	2
AUDI 5361	Directed Research	1
AUDI 5041	Clinical Laboratory	1
		15
<b><i>Y3 Summer</i></b>		
AUDI 5232	Audiology: Practice Management	2
AUDI 5401	Audiology Practicum	2
AUDI 5361	Directed Research	2
		6
<b><i>Y3 Fall</i></b>		
AUDI 5283	Gerontology in Audiology	2
AUDI 5033	Educational Audiology	3
AUDI 5273	Implant Device Technology	3
AUDI 5361	Directed Research	1
AUDI 5401	Audiology Practicum	2
		11
<b><i>Y3 Spring</i></b>		
AUDI 5243	Audiologic Rehabilitation	3
AUDI 5063	Auditory Processing	2
AUDI 5401	Audiology Practicum	2
AUDI 5041	Clinical Laboratory	1
AUDI 5203	Topics in Audiology	1
		9
<b><i>Y4 Summer</i></b>		
AUDI 5461	Clinical Externship	4
<b><i>Y4 Fall</i></b>		
AUDI 5461	Clinical Externship	6
<b><i>Y4 Spring</i></b>		
AUDI 5461	Clinical Externship	6
<b>TOTAL</b>		<b>104</b>

See the AuD website for [course descriptions](#).

This course work represents a minimum of 66 credits of classroom courses, 4 credits in a capstone project, 5 credits of clinical laboratory, 13 credits of practicum, and 16 credits of clinical externship during the final academic year.

# PERFORMANCE STANDARDS FOR THE DOCTOR OF AUDIOLOGY PROGRAM

## Essential Functions

### INTRODUCTION

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/physical health, 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 documents to be signed can be found in Appendix B.

### POLICY

The accredited graduate programs in speech-language pathology and audiology of the 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 AuD 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 have a responsibility for the welfare of clients tested, treated, or otherwise affected by students enrolled in the program. 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 Health Professions, is committed to the principle of equal opportunity. The University, College, and Department do not discriminate on the basis of race, color, religion or creed, sex, gender, gender identity/expression, pregnancy, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, veteran status, or political beliefs or affiliations. When requested, the University, College, and Department will provide reasonable accommodations to otherwise qualified students with properly certified disabilities. The AuD 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 function requirements that must be met, with or without reasonable accommodations, in order to participate in the program and graduate.

## Essential Functions

### Communication

A student must possess adequate communication skills to:

- Use speech, hearing, vision, and the English language to communicate effectively with clients, faculty, staff, peers, and other health care professionals in both oral and written form.
- Communicate effectively and efficiently in oral and written forms including classroom projects, presentations, research, and clinical reports.
- Modify their communication style to meet diverse communicative needs.
- Communicate in a succinct, yet comprehensive manner and in settings where time limits may be imposed.
- Assess and effectively communicate all relevant information including the significance of non-verbal responses.
- Assess incoming information to allow for appropriate, well-focused follow-up inquiries.
- Listen responsively and empathetically to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences.
- Express their ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.

### **Motor/Physical Health/Transportation**

A student must possess adequate motor skills and physical health to:

- Execute movements reasonably required to move from area to area, maneuver in small places, use equipment, materials and technology as needed to provide clients with appropriate care.
- Access transportation to clinical and academic placements.
- Provide for and practice personal hygiene.
- Possess the physical health and stamina needed to carry out the speech-language pathology and audiology programs.
- Have sufficient use of gross and fine motor skills to carry out all necessary clinical procedures, both those involved in learning the fundamental sciences and those required in the clinical environment.

### **Intellectual / Cognitive**

A student must possess adequate intellectual and cognitive skills to:

- Participate in clinical settings and achieve the levels of competence required by the academic and clinical faculty and off-campus preceptors.
- 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 use resources to increase knowledge and skills.
- Use detailed written and verbal instruction to make unique and independent decisions.
- Measure, calculate, reason, analyze, synthesize, and create as needed in the academic and clinical arenas.
- Demonstrate the mental capacity to learn and assimilate professional information including the ability to read and comprehend professional literature and reports.
- Solve clinical problems through critical analysis.
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.
- Maintain attention and concentration for sufficient time to complete clinical activities.
- Write discipline-specific papers and clinical reports in English. These must be professional and grammatically correct.
- Schedule and prioritize activities.

- Demonstrate the ability to master information presented in course work in the form of lectures, written materials, projected images, and lab activities.
- Acquire the information presented through demonstrations and experiences in the clinical training portion of the program
- Observe clients accurately and interpret non-verbal communication when performing clinical assessments and treatment activities.

### **Sensory / Observational**

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

- Accurately observe clients and interpret and analyze their behaviors.
- Treat clients and use equipment appropriately.
- Visually monitor client responses and materials.
- Make accurate judgments about speech and/or acoustic signals.

### **Behavioral / Social**

A student must possess adequate behavioral, ethical, emotional, and social attributes to:

- Display mature, empathetic, and effective relationships by exhibiting compassion, integrity, and concern for others.
- Recognize and show respect for individuals of different ages, gender identities/expressions, races, religions, sexual orientations, cultural and socioeconomic backgrounds, and abilities.
- Recognize and make adjustments 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 use their intellectual abilities and exercise good judgment including prompt completion of all academic and clinical responsibilities. Seek assistance when needed.
- Display good judgment and behave in a professional, reliable, mature, and responsible manner.
- Demonstrate flexibility and adaptability to function in new and stressful environments.
- Evaluate their own performance and be forthright about errors, accept constructive criticism, and look for ways to improve academic and clinical performance.
- Exhibit professional appearance and demeanor by conforming to appropriate standards of dress, appearance, language, and public behavior, including social media.
- Uphold the Code of Ethics of the American Speech-Language-Hearing Association and/or the American Academy of Audiology, the Health Information Privacy and Accountability Act, as well as the departmental Honor Code.

Candidates for the Master of Science in Communication Sciences and Disorders (MS) or the Doctor of Audiology (AuD) 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 UAMS [ADA/Disability Services](#) office 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 they can meet the essential functions with accommodation, the department, working with the ADA officer and the Associate Dean for Academic Affairs, will determine the most appropriate accommodation(s) so that the student can meet the essential functions. This determination 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 UAMS ADA/Disability Services office. The student will also update the Essential Functions document on file with the department.

*Reference: Adapted from the Council of Academic Programs in Communication Sciences and Disorders (2007) Rev. 8-12-09*

## 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 in Appendix C. The student's signature on the **Student Acknowledgement of Professional Conduct** verifies the student's understanding and knowledge of the highest ethical standards of their discipline, **as well as agreeing to abide by those standards and the consequences of failing to uphold them.**

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.

### STUDENT CONDUCT AND DISCIPLINE

All academic work in the UAMS AuD program will be conducted under the UAMS CHP [Scholastic Dishonesty Policy \(01.00.02\)](#). Academic misconduct in any form will not be tolerated in the UAMS AuD degree program. Students are referred to the *UAMS Catalog*, Section 9 – Student Conduct & Discipline for the complete policy.

A *Student Honor Code* is one of the most important assurances signed by each AuD student in the Department of Audiology and Speech Pathology upon entering the graduate program. This assurance can be found in Appendix B. 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 their discipline, **as well as agreeing to abide by those standards and the consequences of failing to uphold them.**

### STUDENT PROGRESSION POLICY

The AuD program is committed to successfully educating and graduating new audiologists. We also are committed to excellence in academic, clinical and scholarly activities. The following expected performance items are designed to reflect that commitment to excellence.

The AuD program faculty and academic advisors continually monitor and document student progress in order to identify deficits in knowledge or skills and establish remediation measures. Students concerned

about their progress may request an Advising Session with their academic advisor at any time to address those concerns.

The AuD program also conducts formal reviews of academic and clinical progress. The audiology faculty meet as a committee of the whole to review all students' progress mid-semester, at the end of each semester, and on an as-needed basis. These reviews are supportive in that they are designed to identify academic and/or clinical areas that need remediation for the student to successfully progress through the AuD program.

### Expected Performance

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

- Students are expected to earn grades of B or better in each course and at a minimum maintain an overall grade point average of 3.00 to remain in good academic standing.
- Pass first and second semester clinical performance-based evaluations, administered on a high pass/low pass (needs remediation)/fail basis.
- Pass the comprehensive examination, administered on a high pass/low pass (needs remediation)/fail basis.
- Complete all didactic coursework (with overall GPA of 3.0 or higher and no more than 2 "C" course grades) before beginning the 4<sup>th</sup> year externship.
- Consistently meet professional standards as rated by faculty, staff, and community partners in the professional practice section of Calipso (minimally 3.5 on a 5.0 scale), meet the four professional attributes listed as Met/Not Met in Calipso, and as in Appendix C.
- Acknowledge and follow the CHP Scholastic Dishonesty Policy and the CHP [Student Conduct and Discipline Policy](#) (01.00.02).
- Create an environment that values each individual including patients, classmates, instructors, preceptors, and staff, following the federal civil rights law, Title IX, the CHP/ASP Professionalism policies ([Non-Cognitive Performance Standards](#), 02.00.02) as well as the ASP Statement of Solidarity.

### Notes:

- Should an "Incomplete" be needed in any academic or clinical course, the work must be completed and submitted by finals week of the following semester. It is the faculty member's responsibility to grade and issue a grade change form by the end of that semester.
- If at any time an instructor is concerned about student performance, they may refer the student to the UAMS Student Success Center (SSC). The faculty member will note the referral in the student's file. SSC personnel will meet with the student and decide on a course of action, as needed. The SSC will keep the program informed about student participation in the process, which will also be recorded in student's file. Non-participation by the student can result in remediation or probation and will be decided on a case-by-case basis.

## Professionalism Infractions

### Policies

Students are expected to follow professionalism standards (e.g., Appendix C). Students may receive a professionalism infraction report for (this list is not exhaustive):

- Unexcused absence(s) at required clinic and program functions and events

- Tardiness at required non-practicum program functions and events, 15 minutes or more after the official start time
  - Note: any amount of tardiness requires a phone call as a professional courtesy, preferably ahead of time, or at the time of occurrence
- Violations of
  - ASP Dress code
  - HIPAA
  - Code of ethics
- Unauthorized use or taking of clinical materials
- Poor communication with
  - Faculty
  - Preceptors
  - Client(s)
  - Client families
- Lack of personal hygiene
- Incautious use of social media
- Other

Students will receive a remediation plan after the first three professional infraction reports. Students will receive a remediation plan for each individual professionalism infraction after the third. Students may be dismissed after a third remediation plan.

### Procedures

If a student commits a professionalism infraction, the faculty member who observed the infraction will set up a meeting between themselves, the student, and the program director to discuss the occurrence. The program director, in consultation with faculty, will write a report, which will be placed in the student's file. Such infractions will be presented to the entire faculty at its next student review session. Professionalism infractions may lead to probation and/or dismissal, based on the seriousness of the event.

Remediation for failure to meet professionalism expectations is designed to meet the specific circumstances of the situation. Beginning on the date of the student-signed remediation plan, no hours earned in the remainder of that semester will count toward graduation or national certification.

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

## **REMIEDIATION**

### Policies

Students will receive a remediation plan for:

- Earning a C in any individual didactic course
- Earning a D or F in any individual didactic course
- Earning their first three professionalism infractions
- Individual professionalism infractions after the 3<sup>rd</sup>



- Earning below a B in any individual clinical course
- Earning a C or below on either performance-based evaluation
- Failing the comprehensive examination

Note: Program completion may be delayed in the event a student is placed on remediation.

Remediation for earning a C in any individual course is designed for the student to meet the embedded KASAs and any knowledge gaps. The product of a remediation will not affect the previously earned “C” didactic course grade.

Remediation for earning a D or F in any individual course will include referral to the Student Success Center, retaking the course at the next opportunity, and may include other provisions. Remediation in this instance will not be sufficient for the student to meet the embedded course KASAs. The student must earn a B or better in the retaken course to remain in good standing and continue in the program. The grade in the course taken later is calculated into the student’s grade point average.

Remediation for failure to meet professionalism expectations is designed to meet the specific circumstances of the situation. Beginning on the date of the student-signed remediation plan, no hours earned in the remainder of that semester will count toward graduation or national certification.

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 and the student will receive a remediation plan. Students may be required to repeat the practicum course for that semester. Practicum courses may be repeated one time. The product of a clinical remediation and/or retaking a practicum course will not affect the previously earned practicum course grade, if applicable.

Remediation for either performance-based evaluation is designed to ensure the student understands and can perform all skills on the performance-based evaluations before they are assigned to an off-campus practicum site.

Remediation for the comprehensive examination may consist of assigned readings, writing, discussions with faculty and will culminate in a second written attempt. If the second attempt is not passed, the student may receive assigned readings, writing, discussions with faculty and will culminate in a final, third, oral attempt.

### Procedures

On earning a grade of C or below in an academic course, failing to meet expected performance standards, or earning below a B in a clinical course, the course instructor or clinical preceptor will notify the student’s academic advisor and the program director. The student will then meet with their academic advisor and other interested parties (e.g., instructor, clinical preceptor, clinical education director, program director, and/or chair) to develop a remediation plan. Some situations may require consultation with the Associate Dean for Academic Affairs in the College of Health Professions. Decisions about remediation are made on a case-by-case basis.

Students are expected to complete all actions listed in the remediation plan by the agreed-on date. Failure to meet this timeline may result in: (a) not allowed to register for practicum or externship, (b) probation, or (c) dismissal.

## PROBATION

### Policies

Students can be placed on probation for:

- Academic misconduct
- Professional misconduct
- Earning a second grade of C or below while in the program
- A semester GPA below 3.0
- A cumulative GPA below 3.0
- Not fulfilling the remediation plan requirements by the agreed-on date

The above-list is not all-inclusive. Faculty reserve the right to place students on probation for incidents and actions not explicitly stated above.

### Procedures

If any of the above events occur, the academic advisor will notify the student by letter and email. The student's academic advisor and the program director will convene a meeting of the student and other appropriate individuals (e.g., course instructor(s), clinic education director). The decision of whether to place the student on probation will be made at this meeting and on a case-by-case basis, and if decided, development of a probation plan. Some situations may require consultation with the Associate Dean for Academic Affairs in the College of Health Professions.

### Consequences of Probation

Note: Program completion may be delayed in the event a student is placed on probation.

Students on probation will not be allowed to enroll in clinical practica courses. If probation is imposed during a semester, the student will:

- not be allowed to count practicum hours from probation start date toward graduation or national certification;
- be removed from their off-campus site(s);
- not be allowed to begin or resume their externship.

### Return to Good Standing Status (Release from Probation)

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

- Complete the remediation plan by the agreed-on date
- After retaking coursework, the student improves the earned grade(s) of below C to B or better
- The student's earned GPA is 3.0 or better during the next two successive semesters, not to include a C or below
- Demonstrates significant improvement and resolution of professionalism issues
- Resolution of professional misconduct issue and continued exemplary behavior
- Resolution of academic misconduct issue and continued exemplary behavior

## DISMISSAL

### Policies

Students may be dismissed from the program for:

1. Failure to complete probation requirements by the agreed-on date and return to good standing
2. Student behavior and/or performance requiring a fourth remediation
3. Excessive unexcused absences
4. Excessive instances of tardiness
5. Earning three or more grades of C or below, or not maintaining a 3.0 GPA after remediation has been provided
6. Failure to earn above a C in a repeated course, in which a grade of below C was earned initially
7. Earning a failing grade (D, F) in more than one course during one semester
8. Demonstrating academic, clinical or professional misconduct
9. Failure to successfully complete performance-based examinations, following remediation and a second attempt
10. Failure to pass the comprehensive examination, following remediation, a second written attempt, and a third oral attempt
11. Lack of professional conduct and/or any behavioral patterns that may jeopardize the safety or well-being of patients or others
12. 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 program director, in consultation with the Chairman of the department, if a different individual, and the Associate Dean for 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 AND COLLEGE GRIEVANCE PROCEDURES

If a student feels that they have been, or are being, treated unfairly in an academic or clinical situation, the student must follow these departmental procedures first in voicing their grievance:

### **APPEAL OF GRADES OR EVALUATIONS**

The procedures below are followed in the College of Health Professions for appeal of academic matters including grades or other evaluations awarded for a course, assignment, project, examination, clinical procedure, clinical rotations, or other program-related performance including professional conduct and clinical judgment.

**Step 1: Meet with the Course Instructor** – Before initiating an appeal, the student must contact the course instructor to discuss the academic matter or grade within 2 business days of the occurrence. “Occurrence” is the notification of a student’s grade or performance evaluation.

**Step 2: Appeal to the Department Chair or Program Director** – If the matter is not resolved with the course instructor, the student may appeal in writing to the department chair or director of the program

in which the student is enrolled within 2 business days following the meeting with the course instructor. If the instructor is the department chair, the student may appeal directly to the dean (Step 4, below).

The written appeal should include:

- Student's name
- Nature of the occurrence
- Date of the occurrence
- Name of the course instructor(s) involved
- Summary of the student's meeting with the course instructor, including date, time, and outcomes
- Student's rationale for the appeal

Simultaneously with the submission of the appeal, the student is responsible for setting an appointment with the department chair or program director to discuss the appeal. This meeting should occur as soon as feasible.

**Step 3: Meet with the Department Chair or Program Director** – In preparation for meeting with the student, responsibilities of the department chair or program director include:

- Investigating the facts and examining the evidence
- Meeting with the course instructor(s) and student to clarify areas of dispute
- Mediating a mutually-acceptable resolution, if possible
- Documenting, in writing, actions taken to seek resolution

The department chair or program director will notify the student and course instructor in writing of her/his decision within 2 business days following the final meeting with concerned parties.

If the matter is not resolved to the student's satisfaction within the department, the Chair will direct the student to follow the CHP student appeals process, included below:

**"7.2 STUDENT ACADEMIC APPEAL PROCEDURES** CHP Academic Affairs Policy # 01.15.01 (revised 6/16/16)

The purpose of academic appeals is to provide students with an objective hearing of a wide range of issues related to the students' professional education. The appeal procedures below provide opportunities for students to request a review of recommendations and decisions made by the department faculty, submit information not previously available to the faculty, or suggest alternative remedies.

These procedures apply to circumstances and events related to the students' education programs, including academic issues and professional conduct or judgment. Policies and procedures for scholastic dishonesty or other non-academic disciplinary matters differ from these procedures and are addressed in a separate policy. Established college or program policies themselves cannot be appealed.

**APPEAL OF GRADES OR EVALUATIONS**

The procedures below are followed in the College of Health Professions for appeal of academic matters including grades or other evaluations awarded for a course, assignment, project, examination, clinical procedure, clinical rotations, or other program-related performance including professional conduct and clinical judgment.

**Step 1: Meet with the Course Instructor** – Before initiating an appeal, the student must contact the course instructor to discuss the academic matter or grade within 2 business days of the occurrence. “Occurrence” is the notification of a student’s grade or performance evaluation.

**Step 2: Appeal to the Department Chair or Program Director** – If the matter is not resolved with the course instructor, the student may appeal in writing to the department chair or director of the program in which the student is enrolled within 2 business days following the meeting with the course instructor. If the instructor is the department chair, the student may appeal directly to the dean (Step 4, below).

The written appeal should include:

- Student’s name
- Nature of the occurrence
- Date of the occurrence
- Name of the course instructor(s) involved
- Summary of the student’s meeting with the course instructor, including date, time, and outcomes
- Student’s rationale for the appeal

Simultaneously with the submission of the appeal, the student is responsible for setting an appointment with the department chair or program director to discuss the appeal. This meeting should occur as soon as feasible.

**Step 3: Meet with the Department Chair or Program Director** – In preparation for meeting with the student, responsibilities of the department chair or program director include:

- Investigating the facts and examining the evidence
- Meeting with the course instructor(s) and student to clarify areas of dispute
- Mediating a mutually-acceptable resolution, if possible
- Documenting, in writing, actions taken to seek resolution

The department chair or program director will notify the student and course instructor in writing of her/his decision within 2 business days following the final meeting with concerned parties.

**Step 4: Appeal to the Dean**<sup>1</sup> – If a mutually acceptable resolution is not achieved, or if the student wishes to appeal the decision of the department chair or program director, the student may submit a written request to the dean to review the merits of the student’s appeal. The request must be submitted within 2 business days of the department chair’s or program director’s notification. The dean will review the student’s appeal and the information and may solicit other information deemed appropriate for resolving the matter. The dean will inform the student and the department chair or program director in writing of the dean’s decision within 2 business days following the final meeting with concerned parties. The decision of the dean will be final and may not be appealed.

*Note: Timeframes in the appeal procedures are recommended intervals and may be modified as a result of weekends, holidays, vacation periods, and other circumstances.*

<sup>1</sup> “Dean” may refer to the dean or another person designated by the dean, e.g., the associate dean.

#### **APPEAL OF PROGRAM-RELATED PENALTIES**

At times, the faculty may judge that it is in the best interest of the student, patients, education program, or public to recommend that penalties be assessed against a student. Such penalties may include probation, suspension, dismissal, repetition of course(s), or other penalties deemed appropriate under the circumstances. Reasons for penalties may include a variety of factors, e.g., poor academic performance, violations of professional standards of conduct, poor professional judgment, failure to demonstrate ethical behavior, etc. Established college or program policies themselves cannot be appealed. The following procedures are followed for appeal of program-related penalties:

**Step 1: Initial Decision and Notification** – The student will have been identified as performing below expectations in the education program, and the course instructor and/or the department’s student progress committee (SPC)<sup>2</sup> may assess one or more penalties. It is recommended that the student be allowed to provide information related to the matter before the decision is made about penalties. If the proposed penalty is dismissal, the faculty must provide the student an opportunity for a personal hearing before the decision is reached. Minutes of the meeting in which the decision was made will summarize the allegations, facts, and rationale for the faculty’s decision.

The department chair will notify the student in writing of the faculty and/or the SPC decision and the rationale, and inform the student about appeal procedures. Copies of the faculty/SPC meeting minutes and the notification to the student will be sent to the associate dean for academic affairs. If the student does not appeal the decision, the penalty becomes effective 2 business days after receipt of the department chair’s notification. If the decision is dismissal, the student should complete the clearance process for the university unless he or she decides to appeal the decision. Completion of the clearance process is an indication that the student waives his or her right to appeal.

**Step 2: Appeal to the Associate Dean for Academic Affairs (ADAA)** – The student may appeal the penalty assessed by the faculty/SPC by submitting a written request to the ADAA within 2 business days of receipt of the department chair’s notification. The written appeal should include:

- Date
- Student’s name
- Specific reasons that the penalty assessed is deemed inappropriate, e.g., extenuating circumstances affecting the student’s performance or behavior that the faculty/SPC was unaware of at the time of the decision, misapplication of department policy or procedure, etc.
- Any documentation relative to the points of the appeal

Note: Documentation provided by the student or faculty/SPC after submission of the initial appeal is subject to review by the hearing officer (see Step 4, below). The hearing officer may disallow such documentation at the appeal hearing if he or she deems the documentation to be unrelated to the initial points of the appeal letter.

**Step 3: Preliminary Review of the Appeal** - Within 2 business days of receipt of the student’s appeal, the associate dean for academic affairs will submit a written recommendation to the dean on the suitability of the appeal for review by the Appeal and Grievance Committee. The recommendation should provide specific reasons the appeal is either suitable or not suitable for review by the Committee. The dean will make the final determination to convene the Appeal and Grievance Committee.

<sup>2</sup> Names of department committees that deal with student progression may vary.

**Step 4: Hearing Before the Appeal and Grievance Committee** - Students in the College of Health Professions may be afforded the opportunity to appeal penalties assessed for both academic and disciplinary reasons to the Appeal and Grievance Committee. The Appeal and Grievance Committee is appointed annually by the Dean and consists of at least one faculty representative from each department.

If the Dean determines that the student's appeal is suitable for review by the Appeal and Grievance Committee, the Dean will convene the College of Health Professions Appeal and Grievance Committee and appoint a hearing officer and hearing panel of at least 3 members of the committee to hear the student's appeal. The hearing officer and members of the hearing panel may not be faculty members in the student's department.

**Hearing Officer and Hearing Panel** - The hearing officer is the spokesperson for the hearing panel and is responsible for:

Informing the student, hearing panel, dean, and other interested parties of the date and location of the appeal hearing at least 5 business days before the hearing. The student may request that the appeal hearing be scheduled with less than 5 business days' notice.

Reviewing, in advance of the appeal hearing, any documentation submitted by the student relevant to the appeal. The hearing officer may request written documentation from other parties as deemed appropriate.

- Conducting the hearing in a fair, unbiased manner.
- Recording the testimony at the hearing in audio or video format in accord with university policy. The hearing panel's deliberation following testimony is not recorded.
- Providing the dean with a written summary of the student's appeal, the hearing, and the hearing panel's recommendations.
- Providing the dean with a file of all evidence accumulated in the appeal process and all materials related to the appeal following the final
- disposition of the appeal.

The hearing panel is responsible for:

- Providing a fair, unbiased hearing of the student's appeal.
- Maintaining confidentiality of all documentation and deliberations related to the appeal and hearing.
- Making recommendations to the dean about the appeal and the penalty assessed by the faculty. The hearing panel may recommend that the dean support, reject, or modify the penalty.

**Appeal Hearing Participants** – The appeal hearing provides for an objective hearing of all facts related to the appeal and should include at a minimum the student and a spokesperson for the faculty. The hearing will be "closed" and confidential. Only individuals personally involved in the hearing will be permitted to attend and participate, including hearing panel members, the student, faculty representative, witnesses, and counsel, if desired. A representative of the dean's office or UAMS legal counsel may be available to provide advice on procedural and policy matters.

**Witnesses** – If called, witnesses will give only their testimony; witnesses may not be present in the hearing before or after their testimony is given. If the student and/or the faculty representative wish to call witnesses, they must inform the Hearing Officer of the names of the witnesses and a brief written summary of their relevant testimony at least 3 business days before the hearing. The hearing officer

must inform each party of the witnesses that the other party plans to call at least 2 days before the hearing.

**Procedures during the Hearing** – The hearing officer will review the purposes of the hearing and procedures to be followed, and clarify the data-gathering and decision-making functions of the hearing panel. The hearing officer will orally read the student’s appeal submitted to the dean. Only the concerns of the student presented in the written appeal will be discussed during the hearing.

The student will present the issues and rationale for the appeal. The hearing panel may question the student. The student and faculty representative may question each other, at the discretion of the hearing officer.

The hearing officer will call witnesses as desired by the student and the faculty representative, and the hearing panel may question the witnesses. The student and the faculty representative may question the witnesses at the discretion of the hearing officer. At all times, it is the prerogative of the hearing officer to monitor and control the extent and degree of questioning and terminate it as her/his judgment dictates.

Counsel of choice, if requested by the student, may be present to advise and support the student. The student must inform the hearing officer of the name of the counsel of choice, if one is desired, at least 3 business days before the hearing. The hearing is not intended to be adversarial in the sense of a court trial and, therefore, witnesses will not be “cross examined” as in a legal context. Counsel of choice may only confer with the student and will not be allowed to question witnesses or otherwise engage in discussion with the hearing officer, hearing panel, or other participants in the hearing. If the student’s counsel of choice is an attorney, university counsel must also attend. The university’s counsel will observe the proceedings and will not be allowed to question witnesses or otherwise engage in discussion with the hearing officer, hearing panel, or other participants in the hearing.

When all testimony has been provided, all individuals except the hearing officer and hearing panel will leave the hearing room. The hearing panel will discuss the matters and may request additional information as deemed appropriate and necessary. Although it is desirable to conclude appeals expeditiously, the hearing panel may use as much time as necessary and reasonable to assess thoroughly and evaluate the appeal and related facts. If the hearing panel’s decision is delayed more than 5 days after the hearing, the hearing officer will notify the dean, student, and faculty of the delay. Following careful review of all information, the hearing panel will make a recommendation to the dean about the student’s appeal. The hearing officer will notify the dean of the hearing panel’s recommendation(s) within 5 business days of its final meeting on the appeal.

The dean may concur with, modify, or reject the hearing panel’s recommendations. The dean will notify the student, department chair, hearing officer, and hearing panel in writing of his or her decision within 3 business days. The decision of the dean is final and may not be appealed.”

## **ADVISING**

### *Initial Assignment*

At the time of admission, the Program Director appoints a full-time member of the audiology faculty as the student’s academic advisor. The first session will occur during the Fall Orientation for New Students for the



advisor and student to get acquainted. 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 student's advising file (see Appendices B, C, and D). Please note that some assurances are subject to change depending on University, College, or Program policies.

### Academic Advising

#### Main Responsibilities of the Faculty Advisor:

1. Be an advocate for the student throughout enrollment in the AuD Program.
2. Monitor student academic, clinical, and professional progress throughout the curriculum. Assist the student with academic, clinical, and professional issues as they arise.
3. Be available for scheduled academic advising appointments with the students, which occur at least once at mid-semester. Also, be available for advising and consultation as needed by appointment.
4. Recommend available institutional resources and student services to the student for both academic and non-academic concerns. Refer the student to appropriate services as needed.
5. Advise the student regarding program requirements, policies, protocols, expectations, or concerns that may affect the academic, clinical, and professional development of the student.
6. Be an active listener to student concerns with objectivity, empathy, and understanding.

#### Main Responsibilities of the Student:

1. Possess a working knowledge of all AuD Program, College of Health Professions, and University policies and procedures.
2. Arrive in a timely manner to all scheduled advising appointments.
3. Actively contribute in the advising appointment in a clear and concise manner to facilitate the advising process.
4. Actively follow up on any academic or professionalism recommendations provided by advisor or instructor.
5. Actively follow up on referrals to any student services including but not limited to Student and Employee Health, Student Wellness Center, Student Success Center, ADA/Disability Office, or other offices as needed. Note: the advisor and/or program director will follow up on student completion of these recommendations.

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 program director 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 program director, who will consult with current and new advisor.

### Academic Difficulty

Students experiencing academic difficulty are encouraged to meet with their instructor as early as possible in the semester, as opposed to waiting until examination time. If a student is identified as having academic difficulty, the student should meet with their faculty advisor as soon as possible. This includes addressing personal issues which may impact their academic progress in the program; referral to the Student Success Center, Student Wellness Center, or Student and Employee Health Services may be beneficial. In certain circumstances the program director and/or department Chair may be involved in these meetings. Even though students have been academically prepared to enter the program, the intensive and fast paced curriculum and in-depth material can cause new students to feel overwhelmed initially and struggle academically. Many times learning more efficient study skills, time management,

and stress management, such as exercise or other activities, is a key component to success in the program. The AuD faculty are available to assist the students in successfully navigating through this process.

## GRADUATION REQUIREMENTS

Graduates of the AuD program have successfully completed a minimum of (a) 104 semester credits, (b) 1820 clinical clock hours, (c) a comprehensive examination, and (d) a capstone project. UAMS requires successful completion of the seven Interprofessional Education (IPE) milestones. Additional assessments and requirements of the AuD program include:

- professionalism reviews (in Calipso)
- passed performance-based clinical examinations in their 1<sup>st</sup> and 2<sup>nd</sup> semesters
- passed comprehensive examination during the 3<sup>rd</sup> year of their tenure as a student
- completed a capstone project under the guidance of a mentor
- complete a full-time 4<sup>th</sup>-year externship
- submit each ETS Praxis score on the audiology examination to the program.

Graduates of this AuD program will have met all the knowledge and skills objectives established by the department to meet the current ASHA standards. In order for graduates to be eligible for the Certificate of Clinical Competence in Audiology (CCC-A) from ASHA, the program will provide as many clock hours as possible supervised by individuals with the CCC-A. However, some audiologists have chosen not to have the CCC-A designator but will provide valuable clinical training for our students. The program reserves the right to send students to a non-CCC-A audiologist to obtain clock hours that count toward our graduation requirement but will not count toward the ASHA-required number of clock hours. ASHA's Council for Clinical Certification allows graduates of accredited programs two years post-graduation to obtain any needed clock hours supervised by an individual with the CCC-A, in order to qualify for that credential.

Prior to graduation, documentation for program requirements are thoroughly reviewed. When the situation allows for in-person activities, students should plan to spend two to three days at the university prior to graduation to complete graduation check-out procedures and the 'clear campus' process. Students will also complete an exit interview with the program director prior to participating in the hooding ceremony and graduation activities. Most years, select graduating students are recognized by the department for their academic scholarship, clinical excellence, and leadership abilities.

### Capstone Experience

Each student must complete a Capstone experience, for example a research study, quality improvement project, or systematic literature review. According to Crunkilton et al. (1997)<sup>1</sup>, the Capstone should incorporate problem-solving, decision-making, critical thinking, collaborative/professional relationships, oral communication, and written communication. A written document and formal presentation are required for completion. Typically students will present a poster in their third spring semester at the UAMS Student Research Day. In any year that UAMS cancels this event, alternative arrangements can be made. Student must complete the required capstone credits (4) and at a minimum data collection, if appropriate, before beginning their externship.

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<sup>1</sup> 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.

### Clinical Experiences

Over the course of the AuD program, students must accrue a minimum of 1820 clinical clock hours. Details about practicum requirements and externship placements can be found in the *AuD Clinic Handbook*. The 4<sup>th</sup>-year externship is considered “full time” when the student is working at least 32 hours/week.

### Knowledge and Skills Acquisition

The learning objectives in the UAMS AuD program are known as “KASAs” (Knowledge and Skills Acquisition) and were developed by the Council on Academic Accreditation (CAA), a part of the American Speech-Language-Hearing Association (ASHA). The Council for Clinical Certification, also a division of ASHA, employs the KASAs and has developed clinical competencies (seen under “Cumulative Evaluation” in Calipso) to ensure program graduates meet the field’s agreed-on minimums for practice. The KASAs and related paperwork include the areas listed below:

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

The tracking of this knowledge and these skills is accomplished through the use of the computer program, Calipso. Outcomes have been established by the program to meet all applicable standards (See the 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, simulated cases, 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. Earning at least a B in a course provides evidence that all the KASA objectives have been met in that course. If a C is earned, the instructor will develop a remediation plan for the student to meet the objectives. If less than a C is earned, there is no remediation plan developed for the KASAs and the student will retake the course at the next available opportunity.

### 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 4<sup>th</sup> 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 they will be dismissed from the program. See Appendix E 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 either shortly after taking the comprehensive exam, or during their 4<sup>th</sup> year of school. Students are required to submit their Praxis score(s) to the AuD program each time they take the Praxis, including a “practice” test. 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 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 to the program.

## **AUD PROGRAM ADMINISTRATIVE POLICIES**

### **Attendance**

Professionalism and an attitude of life-long learning are necessary and highly valued in the AuD program and in a career as an audiologist. 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, traineeships and all other school-related activities. The official program policy is:

On-time attendance at all class and other required sessions is expected, unless arrangements have previously been made for class, clinical or research externships. Absence is defined as not being present during the assigned educational activity (e.g., class, clinic, Grand Rounds). You are expected to be in touch with your instructor(s) before an absence and to present proper documentation for any absence that you believe may be excused. In all cases, individual faculty members have the latitude to decide whether an absence is excused or not. Course instructors may have additional attendance requirements and consequences for absences and tardiness at their discretion. Unexcused absences and tardiness are unprofessional behaviors that, in excess, could lead to program dismissal.

1. Classes – In all classes your attendance at each class session is expected. Emergencies may arise and you may have to miss a class. Telephoning or emailing your instructor as soon as possible 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., have a fever, vomiting, 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 for an on-campus clinic time (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.
  - d. A separate evaluation will be completed for on- and off-campus expectations that factors into your final practicum grade. Deductions on this evaluation include:

- 1) Failure to help maintain clinic (cleaning equipment/supplies and straightening booths, rooms; breach of infection control practices)
  - 2) Failure to perform daily listening checks, daily calibration procedures Failing to perform clinic job in a timely manner
  - 3) Lack of clinical engagement
  - 4) 2 or more late reports
  - 5) 1 unexcused absence
  - 6) 2 tardy appearances for clinic
  - 7) Pattern of unexcused absence, tardiness, or leaving clinic early
  - 8) Unprofessional behavior
  - 9) Breach of confidentiality
  - 10) Breach of dress code
  - 11) Other
3. Student Worker/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. clock in and out as directed;
  - c. arrive 15 minutes before your scheduled work time and work for the full scheduled time;
  - d. 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.

### Blackboard

Blackboard is the UAMS online learning management system for all of the courses in the doctor of audiology program. Individual faculty may choose to post items in Blackboard, such as narrated lectures, syllabus, course outline, grades, lecture modules, assignments and miscellaneous documents and folders. To log in to Blackboard type in the URL address of: <https://uams.blackboard.com/>. Instructors will supply more information as needed.

Any lectures posted in Blackboard are the property of the faculty and guest lecturers. The lectures are available for you to enhance your learning experience. Copies of the lectures are not to be shared with anyone outside of the program or to be used for any personal presentations. Inappropriate use of a lecture presentation is a violation of the Professional Code of Conduct and is a Professional infraction.

### Class and Clinic Hours

The AuD 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, conferences, and clinical and research activities scheduled on the other days. Students should expect to have clinical rotations both within and outside the UAMS College of Health Professions Speech and Hearing Education Clinic. Students are expected to provide their own transportation to clinical training sites. When necessary, the Audiology and Speech Pathology 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 first priority.

### Dress Code

The AuD program dress code for class and out-of-clinic educational activities (e.g., Grand Rounds) is: business casual, scrubs, or blue jeans with a UAMS t-shirt. Students are required to wear at least business casual in the ASP Speech-Language and Hearing Clinic.

### In-person and Online Classroom Etiquette

Academic freedom is an important component of professional graduate school. Students are transitioning from an educational environment to a professional one and are expected to embrace the expectations placed on them. Individuals are expected to behave in a professional manner at all times and refrain from disruptive or unacceptable behavior which includes but may not be limited to:

#### **In-person and Online Etiquette**

1. Addressing the instructor in a casual manner and not by their title. Instructors should be addressed as Doctor. Guest lecturers should also be addressed by their title.
2. Repeatedly arriving late to or leaving early from any educational activity.
3. Leaving cellular phone and pagers on during any educational activity, answering phones or texting. Anyone not complying will be asked to leave the educational activity immediately and may receive an infraction for professionalism.
4. Using the internet or social media during any educational activity that is not related to the activity. This includes email, instant message, Facebook, Instagram, Twitter, blogs, surfing the internet, online shopping and playing computer games.
5. Talking to fellow students during educational activities outside of requests from the instructor.
6. Dominating classroom discussion, asking excessive questions or interrupting the instructor or fellow students. This behavior is disruptive to the class, the instructor and the learning environment.
7. Arguing with or openly confronting the course instructor during class. Extensive questions should be asked during a break or at the conclusion of the activity. Concerns should be addressed after class or by appointment with the instructor.
8. Having open beverage containers unless otherwise indicated by an individual instructor.

NOTE: UAMS policy for fall 2021 in-person instruction is that everyone will wear a mask at all times in classrooms and there will be no eating or drinking in any classroom.

#### **Specific to Online**

1. Online class is still a class and your behavior should reflect that.
2. Keep your camera on during the entirety of the session. If there is a reason that you cannot have your camera on, you must OK this with the instructor PRIOR to class.
3. Adhere to the AuD program dress code (business casual, scrubs, or blue jeans with UAMS t-shirt).
4. Reduce background sounds as much as possible.
5. Consider using a virtual background if the area/pets will be distracting to classmates or instructor.

### Copying Equipment

Students can use the office copying equipment on the UAMS Campus only with approval from faculty. Copying equipment for personal student use is available at the UAMS library at \$0.10 per page: <https://libguides.uams.edu/computers-printers/printing-payment>

### Incident Weather Policy

The AuD Program abides by the UAMS Incident Weather Policy. Notifications will be emailed to students, communicated through local media and posted on the front pages of [www.uams.edu](http://www.uams.edu),

[www.uamshealth.com](http://www.uamshealth.com), and the UAMS intranet. Please refer to the CHP Catalog for more information. As a practical matter, if inclement weather is called by UAMS, the Speech, Language, and Hearing Clinic will likely close; however, coursework can often be conducted online. Instructors will inform students about individual classes.

### 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 their academic advisor, then make a written request to the program director. 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 program director. Any modification will be implemented only upon approval by the program director in consultation with the audiology faculty, Department Chair, and CHP Associate Dean of Student Affairs.

### Official Correspondence

The UAMS email account is the official method of electronic communication with students. The program will communicate with students *only* via their UAMS email account. Students 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 during the workweek hours of 8:00 AM – 5:00 PM. That is, students must keep at least their daytime hours Monday-Friday available for program-related activities. Students should plan for 1-3 evening classes per year during their AuD program. Scheduling of evening classes will take into account travel time from clinical sites as needed. Students will be made aware of future semester schedules in a timely way in order to plan their evenings accordingly.

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 3<sup>rd</sup> year), which will make outside employment more difficult in the later years of the program.

### Social Media

The AuD Program recognizes the interest that students have for using social networking sites such as Instagram, YouTube, Snapchat, etc. Students are cautioned to exercise extreme care when using these media platforms. Future employers, clinical preceptors, and faculty members can access your page(s) and information. Certain information could jeopardize future opportunities in the audiology profession. Individuals you have allowed access to your page cannot only post to your site but can take your pictures and information and post them elsewhere on the internet. Students should set high privacy settings, be cautious of what is on their site and manage access to their sites carefully. Remember, once information is on the internet, it is impossible to recall.

Any photos taken of class, clinic, or lab activities are not to be posted on Instagram or any social media site. These are UAMS AuD Program activities and are only to be used by the program. The program has each student sign a waiver and we only use photos of promotional material directly related to the program.

Students are not to use any photos taken with a personal camera or smartphone for personal reasons without permission of the program. In addition, posting any photos to a social media site is infringing on the rights of fellow students and faculty members who have not given permission to use their photograph. Violation of this rule may result in a Professionalism infraction.

### Student Records

The AuD 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, the registrar'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 [Catalog](#), and is updated annually.

### Title IX

The education experience should be free from harassment of any type which includes bullying. If a student has concerns about harassment from other students, faculty, staff, mentors, instructors, or clinical preceptors, the student should contact the Program Director/Chair of the program immediately. If the student is on a clinical rotation off campus and a harassment concern arises, the student should contact the Audiology Clinical Education Director or Program Director/Chair immediately. UAMS has a specific policy regarding sexual harassment:

Title IX of the Education Amendments Act of 1972 is a federal law that states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

UAMS is committed to cultivating a university environment free of harassment, discrimination and violence and will take steps to prevent such conduct, its recurrence and discriminatory effects on members of the UAMS community. The University does not tolerate acts of sexual harassment, sexual assault, gender discrimination, sexual exploitation, domestic violence, dating violence or stalking.

## **UAMS STUDENT SERVICES**

UAMS has instituted several offices designed to assist students, as listed below.

1. Student and Employee Health Services  
4301 West Markham  
Central Building, Ground Floor, Room 600  
Little Rock , AR 72205  
(501) 686-6381  
<https://uamshealth.com/university-healthcare/student-health-clinic/>



2. UAMS Student Wellness Program  
227 Jack Stephens Drive  
Little Rock, AR 72205  
501-686-8408 (7:15 am – 4:30 pm, Mon-Fri)  
[http://www.uams.edu/student\\_mentalhealth/](http://www.uams.edu/student_mentalhealth/)
  
3. Student Success Center  
200 Hooper Drive (inside the UAMS Library)  
Little Rock, AR 72205  
501-686-5654  
<https://studentsuccess.uams.edu/>
  
4. ADA-Disability Services and Title IX  
200 Hooper Drive (inside the UAMS Library)  
Michelle Zengulis, Coordinator  
[MZengulis@uams.edu](mailto:MZengulis@uams.edu)  
<https://students.uams.edu/ada-disability-services/>  
501-526-5641
  
5. UAMS Stocked and Reddie Food Pantry  
401 S. Monroe Street (old Red Cross building)  
Open Mondays 2:00 pm – 8:00 pm and Thursdays Noon – 6:00 PM  
501-412-9642  
<https://gethealthy.uams.edu/pantry/>

## GENERAL DEPARTMENTAL INFORMATION

### Building Hours

Education South is open Monday through Friday from 7:30 AM to 5:00 PM and other hours by appointment or class schedule. The clinic is typically open 8:00 AM to 5:00 PM. The building is locked and requires badge access, granted to students from 7:00 AM to 7:00 PM Monday-Friday. For afterhours and/or weekend access to the building, please contact faculty or the department Chairperson.

### Bulletin Boards

Notices of general and specific interest to students, faculty and staff are posted on the bulletin boards, in the student study area and other locations throughout the building.

### Calendar of Events

Students should refer to the Audiology Program Calendar disseminated by e-mail from the program director for audiology-related events.

### Change of Address

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

### Computer Availability

There are a limited number of computers available for student use within the department: 309 and 106. The UAMS library also has computers for student use: <https://libguides.uams.edu/computers-printers/computer-equipment>. There are computers for student use located in the student work room and in the main office. Contact a faculty member for use.

### Office Supplies

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

### Student Lounge

A student lounge with microwave and Keurig is available in Education South Rooms 309 and 315.

### Senior Leadership Team

The Senior Leadership Team is comprised of the Chair, AuD Program Director, SLP Program Director, Audiology Clinical Education Director, and Speech Pathology Clinical Education Director. This team meets monthly to improve communication among the different areas of the programs, discuss program issues, and recommend leadership strategies.

### Student Liaison Group

Each cohort in the AuD will select two individuals to serve as its "Student Representatives" to the program. These students will meet with the Senior Audiology Leadership Team once a month. The purpose of the this group is to allow students that represent the entire class to voice any areas of concern, and help with solutions, in a safe environment. A goal of the liaison group meetings is to recognize strengths of the program and areas for improvement, according to the student perspective.

Note: during the Fall 2021 semester, each cohort will meet with faculty and a college representative in the 6<sup>th</sup> and 12<sup>th</sup> weeks.

### Student Lockers

Student lockers are located in Education South room 313 adjacent to the student work area in the clinic and are available for use only by ASP students enrolled in practicum. Students are required to provide their own locks for the lockers. In May, all lockers must be cleaned out and locks removed. Any lock remaining after notification in May will be cut off. Locker sharing may be required due to the high number of students enrolled in the program.

### Student Mailboxes

Mailboxes are provided for all AuD students in the student study area, Education South room 309. **It is important to check your mailbox regularly.**

## **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 the current CHP Catalog for more information.

Students are strongly encouraged to obtain the vaccine for SARS-CoV-2 (Covid-19) prior to beginning school. Although not required, not having this immunization may result in an extended program if the student cannot be placed in specific off-campus settings requiring the vaccination.

### Student Liability Insurance Coverage

CHP maintains student liability insurance coverage for students enrolled in a practicum or clinical externship during their education and training (see **CHP Handbook Section 10.7.1**). However, additional professional liability insurance coverage for interested students may be available: [www.hpsa.com](http://www.hpsa.com).

### **LICENSURE**

Every state in the United States requires audiologists to be licensed to practice within that state. The UAMS AuD program, by virtue of its accreditation with the CAA, ensures that graduates will be eligible for licensure in all 50 states. See Appendix F for the Arkansas licensure board contact information.

Note that some states may have an additional requirement such as a test or activity based on the audiology law(s) of that state.

## **PROFESSIONAL MEMBERSHIPS, 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 AuD program. Membership in the Student Academy of Audiology, the National Student Speech-Language-Hearing Association, the Student Academy of Doctors of Audiology, or student membership in the Arkansas Academy of Audiology, or the Arkansas Speech-Language-Hearing Association is strongly encouraged to meet this requirement. 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.

[Arkansas Academy of Audiology \(ArAA\)](#)

[Arkansas Speech-Language-Hearing Association \(ArkSHA\)](#)

[National Student Speech-Language-Hearing Association \(NSSLHA\)](#)

[Student Academy of Audiology \(SAA\)](#)

[Student Academy of Doctors of Audiology \(SADA\)](#)

## **APPENDIX A        SCOPES OF PRACTICE**

American Speech-Language-Hearing Association  
[Scope of Practice](#)

and

American Academy of Audiology  
[Scope of Practice](#)

## **APPENDIX B ASSURANCES**

*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

**OR**

**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 *ADA/Disability 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 of Applicant

### 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 \_\_\_\_\_

### Doctor of Audiology Academic Handbook Statement

My signature on this page serves as verification that I have received, read and understand the *UAMS AuD Academic Handbook*. 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 Audiology program. Potential consequences include probation, withdrawal from clinic, and in more egregious cases, dismissal from the program.

\_\_\_\_\_  
 Name of Student (Print)

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of Student

### Doctor of Audiology Clinic Handbook Statement

My signature on this page serves as verification that I have received, read and understand the *UAMS AuD Clinic Handbook*. 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 Audiology program. Potential consequences include probation, withdrawal from clinic, and in more egregious cases, dismissal from the program.

\_\_\_\_\_  
 Name of Student (Print)

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of Student



### ASP Confidentiality Statement

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 UAMS CHP 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\*.
3. violating any provision of the Health Insurance Portability and Accountability Act (HIPAA).

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 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.

## **APPENDIX C AUDIOLOGY ACKNOWLEDGEMENT OF PROFESSIONAL CONDUCT**

## Student Acknowledgement of 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 "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:

5. Failure to place the patient's welfare as first priority.
6. Failure to maintain physical, mental, and emotional composure in clinical situations.
7. Failure to be honest with patients, faculty, and colleagues.
8. Academic misconduct in any form.

Students committing a critical error are subject to a professionalism infraction report and may also be subject to probation or dismissal.

My signature below indicates that I have read this statement carefully and agree to follow these rules of professionalism in classes and clinic.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

## **APPENDIX D ADVISING DOCUMENTS**

**GRADUATE ADVISING FILE CHECKLIST DOCTOR OF AUDIOLOGY**

NAME \_\_\_\_\_ ADVISOR \_\_\_\_\_

**SECTION 1: ADMISSION INFORMATION**

- \_\_\_ APPLICATION MATERIALS/CSDCAS
- \_\_\_ PROGRAM ADMISSION LETTER
- \_\_\_ WELCOME LETTER

**SECTION 2: ASSURANCES**

- \_\_\_ CITI (HUMAN SUBJECTS RESEARCH) TRAINING CERTIFICATE
- \_\_\_ SIGNED HONOR CODE
- \_\_\_ SIGNED PROFESSIONAL CONDUCT STATEMENT
- \_\_\_ SIGNED ASP CONFIDENTIALITY STATEMENT
- \_\_\_ SIGNED ESSENTIAL FUNCTIONS STATEMENT
- \_\_\_ SIGNED HANDBOOKS STATEMENT

**SECTION 3: ADVISING DOCUMENTS**

- \_\_\_ DEGREE PLAN WITH UNDERGRADUATE COURSE REVIEW
- \_\_\_ WORKING TRANSCRIPTS

**SECTION 4 : GRADUATION DOCUMENTATION**

- \_\_\_ 1<sup>ST</sup> SEMESTER PERFORMANCE BASED EXAM RESULTS
- \_\_\_ 2<sup>ND</sup> SEMESTER PERFORMANCE BASED EXAM RESULTS
- \_\_\_ COMPREHENSIVE EXAM REPORT
- \_\_\_ CALIPSO DOCUMENTS
  - \_\_\_ SIGNED FINAL CLOCK HOUR SUMMARY FORM
  - \_\_\_ COMPLETED KNOWLEDGE AND SKILLS ASSESSMENT FORM
  - \_\_\_ FINAL KASA VERIFICATION FORM
- \_\_\_ COPY OF SIGNATURE PAGE FOR CAPSTONE
- \_\_\_ IPE MILESTONES CHECK SHEET
- \_\_\_ PROGRAM DIRECTOR LETTER ASSERTING COMPLETION OF DEGREE REQUIREMENTS
- \_\_\_ FINAL COPY OF UAMS TRANSCRIPT (WITH DEGREE AND IPE MILESTONES)

**SECTION 5 : MISCELLANEOUS**

- \_\_\_ E.G., REGISTRATION FORMS, CHP PHOTO RELEASE, BLS CERTIFICATE, GRADE CHANGES, COURSE SUBSTITUTIONS, REMEDIATION PLANS, ADVISING LOG, ETC.

### Degree Plan

NAME \_\_\_\_\_ Program of Study Audiology

AWARD: A.S. \_\_\_\_\_ B.S. \_\_\_\_\_ CERTIFICATE \_\_\_\_\_ OTHER AuD

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 supersede, the student's official records. Students are strongly urged to carefully review the prerequisites, as well as for the student's program of study, set forth in the appropriate college catalog.

At least one undergraduate course in each of mathematics (college algebra or higher) \_\_\_\_\_, biological science \_\_\_\_\_, physical science (chemistry or physics) \_\_\_\_\_, behavioral science \_\_\_\_\_, and statistics \_\_\_\_\_ is required. Although there are no prerequisite courses in audiology or speech pathology, the program requires 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 three semesters of study for the program.

**Phonetics** Course Title \_\_\_\_\_ Semester \_\_\_\_\_  
 University \_\_\_\_\_

**Language** Course Title \_\_\_\_\_ Semester \_\_\_\_\_

**Acquisition** University \_\_\_\_\_

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 six (6) years from the date on this document, unless exceptions are made and with approval of the College of Health Professions.

Withdrawal from the college, school or program prior to completion of professional coursework invalidates this plan.

### PROGRAM REQUIREMENTS

I understand that to receive my AuD degree, I must complete the following:

- Earned Bachelor's degree in any field
- Completed prerequisites (math, biological, physical, behavioral, statistics)
- Complete CSD coursework (if applicable)
- Complete all requirements for Doctor of Audiology degree and with a minimum of 104 credit hours

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

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### IPE Milestones

#### Check when completed

#### Date completed

\_\_\_ Exposure Workshop (#1)

\_\_\_\_\_

\_\_\_ Exposure Bridge (#2)

\_\_\_\_\_

\_\_\_ Immersion Quadruple Aim Project (#3)

\_\_\_\_\_

\_\_\_ Immersion Simulation (#4)

\_\_\_\_\_

\_\_\_ Competence Workshop (#5)

\_\_\_\_\_

\_\_\_ Competence Practice Activity (#6)

\_\_\_\_\_

\_\_\_ Competence Student Educator (#7)

\_\_\_\_\_



## APPENDIX E 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 high pass, low pass, or fail for each student.
8. Each student will receive official notification of high pass, low pass, or fail on the examination in writing by email from the department chair. At the student's request, a letter will be placed in the student's mailbox or mailed to their home address. 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, they 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 F ARKANSAS LICENSURE INFORMATION**

### **State Licensing Agency**

Arkansas Board of Examiners for Speech Pathology & Audiology  
4815 W Markham, Slot 72  
Little Rock, AR 72205  
Voice: 501- 537-9151

[Charles.R.Carter@arkansas.gov](mailto:Charles.R.Carter@arkansas.gov)

## APPENDIX G UAMS COVID GUIDELINES FOR ACADEMIC ACTIVITIES

<https://academicaffairs.uams.edu/covid-19-guidelines-for-students>

### Health and Safety

COVID-19 is contagious. If you have fever, cough or shortness of breath, do not come to UAMS or any other doctor's office, urgent care clinic or emergency room without first calling and getting instructions. UAMS has set up a drive-thru triage screening area designed to screen quickly and safely people with cough, fever, shortness of breath, flu or COVID-19. Additional information can be found [here](#).

The best way to prevent the spread of the flu, COVID-19 and similar viruses is to:

- Avoid close contact with sick people
- Avoid touching your eyes, nose and mouth with unclean hands
- Stay home when you are sick
- Cover all coughs and sneezes with a tissue, then throw the tissue in the trash and wash your hands
- Cough and sneeze into your elbow instead of on your hand
- Clean and disinfect frequently touched objects and surfaces with a household cleaning spray or wipe.

If you have specific questions about COVID-19 in Arkansas, contact the Arkansas Department of Health at [1-800-803-7847](tel:1-800-803-7847)

Hand sanitizing stations are located throughout UAMS for frequent hand cleaning. Extra sanitizing procedures will be in place for classroom spaces.

**Please make sure that you have a thermometer at home to self-monitor your temperature.**

### Acceptance of Risk to Participate in On-site Activities and Required Trainings

Students accept risk prior to participation in on-site activities either at UAMS or experiential locations. You understand that seeking an education in health care may increase your risk of exposure to COVID-19 and other illnesses or injuries. COVID-19 is a pandemic virus which could cause you to become ill to the point of permanent harm or death. You accept that risk and understand that the risk of transmission of COVID-19 is high and that it appears to spread through the community easily, potentially putting you and those you come in contact with at risk. You additionally understand that contact with a known or suspected COVID-19 patient could require that you enter quarantine for at least fourteen (14) days. Various risks, including the possible increased risk of exposure to COVID-19, are inherent to and associated with the various activities, research, and patient care conducted at UAMS, and by completing the required training module on COVID-19, you are accepting all of those risks.

All students are required to complete the following COVID-19 trainings. [Click here](#) for instructions to access.

1. Infection control module.
2. UAMS COVID response module.

### Planning for Modes of Instruction and PPE

A committee was formed with representatives from Infection Prevention, Office of Academic Services, the Provost's Office, Supply Chain, and Institutional Support Services. Classroom and lab capacity recommendations

were reviewed and approved for programs to update plans based on the type of activity (ex. lecture, hands-on demonstration by faculty member) being conducted. When possible, programs are encouraged to continue alternative methods of instruction. **Masks are required at all times on campus.** Students should wear a face shield and procedural mask for all patient/simulated patient encounters. A cloth face mask is recommended for regular classes as long as it does not involve patient or simulated patient activity.

### What items are classified as PPE?

Cleaning Wipes  
 Disposable Thermometers  
 Hand Sanitizer  
 Gloves  
 Gowns  
 Masks (cloth or surgical)  
 Face shields  
 Goggles

### Daily Entrance Screening Process

Each day you will be on campus, you are required to complete the [UAMS COVID Entrance Screening Survey](#). You will use your network credentials to access the survey.

If you are **cleared** to enter campus based on your survey responses, an email will be sent to your UAMS email account with that message, and you may come to campus. Upon arrival, you are required to visit an [entrance screening location\\*\\*](#) where you will present your badge for scanning and have your temperature checked. If your temperature is less than 100.4 and the badge scan shows that you have completed the screening survey, you will receive a sticker for that day which must be displayed at all times on campus.

If you are **not cleared** to enter campus based on your survey responses, you will receive an email to your UAMS email account with a link to a Student and Employee Health Monitoring Survey and will be instructed to call the Student Employee Health Clinic (SEHS) at 501-686-6565. You will also need to notify the Associate/Assistant Dean in your college. You may not return to campus until cleared by SEHS, and you will have to complete the monitoring survey daily until cleared.

If you are **cleared with conditions**, you may come to campus. You will also receive an email to your UAMS email account with a link to a Student and Employee Health Monitoring Survey that you must complete as soon as possible. Upon arrival, you are required to visit an [entrance screening location\\*\\*](#) where you will present your badge for scanning and have your temperature checked. If your temperature is less than 100.4 and the badge scan shows that you have completed the screening survey, you will receive a sticker for that day which must be displayed at all times on campus.

If you are going to a location other than a UAMS site, you will follow those entry screen processes. Arkansas Children's Hospital has a [questionnaire](#) required for entry and a temperature check. Masks are required. The VA hospital also has a similar screening process, but there is no online questionnaire. You will answer the questions orally when you arrive.

**Regardless of site, at any time that a screening evaluation, contact tracing process, or awareness of COVID exposure occurs and a UAMS student needs to be evaluated and/or referred for COVID-19 testing, the student and/or Associate/Assistant Dean\* must contact Student Employee Health Services (SEHS) to assist in determination of need and location for testing.** SEHS is reached at 501-686-6565 from 8:00 am – 4:30 pm Monday – Friday or contact the on-call nurse at 501-398-8636 outside of clinic hours. If SEHS is the source for notification of failed entry screening or contact tracing identification of exposure, they will assist with this information at the time of notification.

\*listed below

### **Face Masks Required on Campus**

All UAMS employees and students are required to wear face masks while they are at any UAMS location. Administrative policy, 3.3.01 and Medical Center policy A.1.07.

- You must wear a mask while in public areas.
- You should keep your mask on during academic classroom/lab activities to minimize potential exposures to others and environmental contamination. Specific PPE requirements will be defined in direct patient care areas for clinical training activities.
- Masks must be worn in elevators.
- Daily washing of fabric masks is recommended

**As of August 17, 2020, neck gaiters and bandanas are prohibited as face coverings.** Due to a newly published study by Duke University citing that neck gaiters and bandanas are not effective face coverings in protecting against COVID-19, they are no longer allowed as appropriate face covering inside UAMS buildings. These garments are for the most part single-layer and stretchy, and therefore allow more and smaller droplets into the environment.

Please do your part to practice safe social distancing on the shuttles and at the shuttle stops.

### **Personal Protective Equipment (PPE) for Students**

Students will be provided a bag with a set of PPE as requested by their college. Instructions will be included on how to clean and use the PPE.

### **COVID-19 Positive Test Steps for Students**

If a student tests positive for COVID-19, they are required to notify their Associate/Assistant Dean\* and the Student Employee Health Clinic (501-686-6565). If they live in the UAMS Residence Hall, they must also notify Cheri Goforth (501-686-5850, [GoforthCheriD@uams.edu](mailto:GoforthCheriD@uams.edu)). Students may not return to campus until cleared by SEHS. Students living in the residence hall may quarantine there.

\*listed below

### **Management of employees and students exposed to COVID-19, with confirmed COVID-19 or with Symptoms of COVID-19**

Students and employees placed on home quarantine due to symptoms of COVID-19 or exposure or potential exposure are reminded to:

- Answer calls from Student and Employee Health Services (SEHS). SEHS will only call if requested on the SEHS symptom screening form.
- Complete the SEHS symptom screening form **EVERY DAY** while quarantined.
- Call SEHS with questions or concerns at 501-686-6565.
- Look for an email when released to return to campus.
- **Updated guidance on management of employees and students exposed to COVID-19, with confirmed COVID-19 or with symptoms of COVID-19 (as of July 14, 2021) can be found [here](#).**

### **Travel Guidelines**

Additional information regarding updated UAMS travel guidelines (as of June 22, 2021) can be found [here](#).

### **COVID-19 Vaccinations**

At this time, UAMS does not require COVID-19 vaccination, but it is *strongly* encouraged. If you would like information about the vaccine or where to get vaccinated, visit — <https://www.healthy.arkansas.gov/programs-services/topics/covid-19-vaccination-plan>. UAMS provides vaccines at several locations around the state. More information is provided here: [https://uamshealth.com/location/?location\\_type=covid-19-vaccine-clinic](https://uamshealth.com/location/?location_type=covid-19-vaccine-clinic)

### **Uploading Vaccination Documentation to GUS**

Please be sure that you have uploaded ALL of your vaccine information into GUS. This includes all vaccines that UAMS requires as well as any other additional vaccines you have received. Instructions for where to locate and upload this information are found here: <https://uamshealth.com/university-healthcare/wp-content/uploads/sites/9/2020/06/Student-Upload-Instructions-2.pdf>.

### **COVID-19 Vaccinations and Clinical Sites**

With the resurgence of COVID-19 virus cases in the State of Arkansas, a number of clinical training sites that host students from various UAMS programs are now **REQUIRING** proof of COVID-19 vaccination for employees and student trainees. If you have not been *fully* vaccinated, you may not be able to attend training at these sites. If you fail to meet the vaccine requirements of the external clinical site, we will work to find an alternate site for you to complete your requirement. The process of locating an alternate site placement may take some time and delay your progress toward completing your clinical requirement and/or graduation.