

AU.D. ACADEMIC HANDBOOK
DOCTOR OF AUDIOLOGY PROGRAM

OFFERED BY

**UNIVERSITY OF ARKANSAS FOR
MEDICAL SCIENCES**

AND

**UNIVERSITY OF ARKANSAS AT
LITTLE ROCK**

CONSORTIUM PROGRAM IN

COMMUNICATION DISORDERS

AUGUST 2009
2009-2010 SCHOOL YEAR

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DEAR AU.D. STUDENTS,

Welcome to the consortium Au.D. degree program of the University of Arkansas for Medical Sciences and the University of Arkansas at Little Rock. The mission of our program is to educate you as a clinical audiologist who evaluates and treats individuals across the lifespan with hearing and/or balance disorders. You will find the next four years to be, at various times, exciting, challenging, tiring, and everything in between. Once you have completed your Au.D., however, and are a practicing audiologist, we have no doubt the main feeling you will have is “rewarded”. You will likely find several aspects of this endeavor rewarding, your hard work and accomplishment of successfully completing the degree program, but more by the experiences you have in clinic of serving your clients to the best of your ability.

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

Sincerely,

Nannette Nicholson

Nannette Nicholson, Ph.D., CCC-A
Director of Audiology

INTRODUCTION

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

These guidelines are not all inclusive. You also must be aware of the policies and procedures contained in the Clinic/Department handbook, *A Procedure and Policy Guide for the Speech-Language and Hearing Clinic and the Department of Audiology and Speech-Language Pathology*; the Audiology clinic guide, *Audiology Clinic Practicum and Procedures Manual*; the 4th year externship guide, *Audiology 4th Year Externship Manual*; as well as other department, College of Health Related Professions, UAMS and UALR publications.

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**UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
College of Health Related Professions**

**UNIVERSITY OF ARKANSAS AT LITTLE ROCK
College of Professional Studies**

Department of Audiology and Speech Pathology

Doctor of Audiology

THE PROFESSION

Audiologists identify, measure, and study hearing, hearing loss and balance disorders, as delineated in the American Speech-Language-Hearing Association (*Appendix A*) and American Academy of Audiology Scope of Practice Statements (*Appendix B*).

Graduates of this program are prepared for positions in a variety of professional settings including hospitals and clinics; private practice; physicians' offices; community speech, language, and hearing centers; college and university programs; rehabilitation centers; residential institutions; and school systems.

THE PROGRAM

The Department of Audiology and Speech Pathology offers a Doctor of Audiology (Au.D.) degree program through the College of Health Related Professions (CHRP) at the University of Arkansas for Medical Sciences (UAMS) in a consortium with the College of Professional Studies (CPS) at the University of Arkansas at Little Rock (UALR). This unique educational and training consortium combines the academic and clinical resources of a major medical sciences campus with those of a large, comprehensive, metropolitan university. The curriculum is designed to emphasize the sciences of hearing, speech, and language; the acquisition of knowledge about human communication disorders; and the study and practice of methods for evaluation and treatment of individuals with hearing loss and/or balance disorders. Diverse practicum experiences are available through our participating clinical affiliates in a variety of clinical settings across Arkansas and in adjoining states. There are two program tracks available: the post-baccalaureate and the post-master's.

The post-baccalaureate Au.D. degree is designed to be completed in four years (including three summers with a common entry point in the fall semester). Exceptions to these time-lines may occur on an individual basis. This program is structured to provide the student with a total of 118 credit hours. A minimum of 72 semester credits (SC) of specific classroom coursework 6 SC of independent (directed) research, 11 SC of clinical laboratory, 13 SC of practicum, and 16 SC of clinical externship (completed during the 4th year) are required to complete the Au.D. program. These required Au.D. degree guidelines are

supplementary to those specified in the UAMS CHRP Catalog. The maximum length of time allowed post-bachelor's students for completion of the Au.D. degree is eight years from initial enrollment.

The post-master's Au.D. program requirements will vary based on the applicant's previous coursework and clinical experience. Please contact the program director for further information about this option. The maximum length of time allowed post-master's students for completion of the Au.D. degree is eight years from initial enrollment.

Potential applicants and current students are invited to visit the department website at <http://www.uams.edu/chrp/Audiospeech/default.asp> or contact the A USP department with any questions at the following numbers:

Voice (501) 569-3155

Fax (501) 569-3157

MISSION STATEMENT

The mission of the Doctor of Audiology (Au.D.) program is to educate professional clinical audiologists to evaluate and treat clients across the lifespan with hearing and/or balance disorders.

GOALS OF THE PROGRAM

The goals of the program include:

- preparing professional audiologists who work as ethical, upstanding citizens in their communities, states, and the nation;
- developing leadership skills;
- encouraging participation in the profession at local, state and national levels;
- mentoring students to contribute to the clinical research base in our discipline through publications and presentations;
- promoting participation as contributing members of our society.

EDUCATIONAL OBJECTIVES

Students will demonstrate:

1. knowledge and skills related to the assessment and diagnosis of adults and children with hearing and/or balance disorders.
2. knowledge and skills in the (re)habilitation of adults and children with hearing and/or balance disorders.
3. knowledge of research methodology in general and within the field of communication disorders.

ACCREDITATION, LICENSURE AND CERTIFICATION

The Au.D. degree program is accredited by the American Speech-Language-Hearing Association (ASHA). Graduates of the Au.D. program will be eligible to apply to the Arkansas Board of Examiners in Speech Pathology and Audiology for a license to practice audiology in the state. Graduates will also be eligible to apply for optional certification through the ASHA and/or for certification through the American Board of Audiology (ABA). Successful completion of the program does not itself ensure licensure and/or certification. It is the student's responsibility to be familiar with licensure and certification requirements.

PROGRAM PRE-REQUISITES

ACADEMIC PRE-REQUISITES

A bachelor's degree from a regionally accredited institution is a prerequisite to enter the graduate program in audiology. It is expected that students will have obtained a broad general education to serve as a background prior to their graduate study. Undergraduate coursework in mathematics (college algebra or higher), and in biologic science, physical science and social science is necessary. In addition, a course in statistics is strongly encouraged but is not required. Although there are no pre-requisites in audiology or speech pathology coursework, the program does require that all students have one course in phonetics and one course in language acquisition. If these two courses are not completed prior to admission they must be completed during the course of study for the Au.D. These two courses will not count toward the 118 semester credit (SC) hours needed to earn the Au.D.

CLINICAL PRE-REQUISITES

There are no clinical prerequisites for entry into the Au.D. program. If a student has obtained either clinical observation or clinical clock hours, documentation with supervisors' signature(s) should be submitted to the department during the first semester of study. These records will be maintained for each student as part of their permanent file and can be included in the students' portfolio, but are not counted toward the clinical hours earned during a student's tenure in our program.

GRADUATE ASSISTANTSHIPS

The Department has a very limited number of graduate assistantships which are awarded on a competitive basis. Students are required to submit a Graduate Assistantship Application at the beginning of any year in which they are interested in being considered for these assistantships.

STUDENT RESPONSIBILITIES

ACADEMIC CONDUCT

All academic work in the UAMS/UALR Au.D. program will be conducted under the CHRP Academic Integrity Policy. Academic misconduct in any form will not be tolerated in the UAMS/UALR Au.D. degree program. Students are referred to the *CHRP Student Handbook*, section 4.6 for this policy. A summary of professional conduct is presented in *Appendix C*.

A *Student Honor Code* must be signed by each Au.D. student in the Department of Audiology and Speech Pathology upon entering the graduate program (*Appendix D*). The signed Honor Code will be placed in the student's academic file. The Honor Code pledge verifies the student's understanding and knowledge of the highest ethical standards of his/her discipline, as well as agreeing to abide by those standards and the consequences of failing to uphold them.

CORRESPONDENCE BETWEEN STUDENTS AND FACULTY

UAMS email constitutes the official line of communication between students and the department and individual members of the department. Students are expected to check their UAMS email accounts on a daily basis for announcements.

A schedule of office hours will be posted on each faculty member's door and/or course website.

A calendar of audiology-related events is available in the department for student use.

CHANGE OF ADDRESS

It is the responsibility of any student admitted to the Au.D. program to inform the A USP department and the CHRP of any change of address or phone number within one week of the change. The information should be given to the secretary of the A USP department in writing. A form may be obtained from the department office.

OUTSIDE EMPLOYMENT

The faculty realizes that some students choose to work part-time while attending school. This should not be done at the expense of the Au.D. program. The student's primary responsibility is to first fulfill all school obligations.

ADVISING

INITIAL ASSIGNMENT

At the time of admission, the Chair of the Admissions Committee appoints a regular member of the audiology faculty as the student's academic advisor. Occasionally, students choose to change advisors. A Change of Advisor form should be completed when students change advisors. A student may request a change in advising assignments by submitting the Change of Advisor form to the Director of Audiology. Each student must meet with his/her advisor formally at least once during each semester of the academic year, including the summer semester. *A student conference record will be completed and signed by both the faculty member and student following a formal conference and retained in the student's record.*

ACADEMIC ADVISING

The advising process is a joint venture between student and advisor. The student is responsible for becoming familiar with the program and any options that may be available, as well as thinking about what options they are interested in. The student's advisor is responsible for helping the student plan an academic program and, when necessary, for providing information about the student and the student's progress to other faculty members. The student's academic program may be influenced by the certification requirements established by ASHA and ABA, and the academic background of the student. The advisor will keep such information in the student's academic file as is necessary for the direction of the student's program. Examples of information include grade reports, program plans, clinical reports, records of feedback from other faculty members, check lists, etc.

If an advisor is unable to perform advising duties for any reason (e.g., sabbatical leave, illness, absence from campus), a temporary or permanent reassignment will be made by the Director of Audiology upon notification by either the student or advisor.

The student should work with his/her advisor and keep the advisor informed as to the student's program of study and clinical and research activities. If the student earns a "C" or lower in any course, the student will meet with her/his advisor to discuss options to improve performance. Although the advisor is not the sole counselor to the student, the advisor is the primary counselor. Communication between the advisor and the student is necessary to make advising a meaningful and productive process.

DIRECTED RESEARCH/DOCTORAL RESEARCH ADVISOR

Capstone experiences are completed under the direction of a 'research advisor'. The selection of this individual may be based on the mutual consent of both the student and the advisor and may be made as early as the beginning of the second year of study. The research advisor and the academic advisor may be different individuals. Research advisors must hold a full faculty appointment within the A USP department (i.e., not 'Adjunct' status).

POST-BACHELOR'S PROGRAM REQUIREMENTS

The post-baccalaureate Au.D. degree is designed to be completed in four years (including three summers with a common entry point in the fall). Exceptions to these timelines may occur on an individual basis. All work must be completed within eight (8) calendar years of initial admission. The following 118 graduate semester credits are offered in the graduate audiology program. All courses listed below or their equivalency must be successfully completed to obtain the Doctor of Audiology degree.

COURSE #/TITLE OF COURSE/SEMESTER CREDITS(SC)

Fall (1)

ASP 5023 Basic Diagnostic Audiology	3
ASP 5043 Anatomy and Physiology of the Auditory and Vestibular Systems	3
ASP 5053 Acoustics and Psychoacoustics	3
ASP 5112 Instrumentation in Audiology and Speech Pathology	2
ASP 540V Audiology Practicum	1
ASP 5041 Clinical Laboratory	<u>1</u>
	13

Spring (2)

ASP 520V Topics in Audiology (Advanced Diagnostics)	3
ASP 5083 Electrophysiology Assessment of the Auditory System	3
ASP 5182 Outcomes Research and Evidence-Based Practice	2
ASP 5223 Amplification	3
ASP 540V Audiology Practicum	1
ASP 5041 Clinical Laboratory	<u>1</u>
	13

Summer (3)

ASP 5162 Genetics of Hearing Loss	2
ASP 5243 Audiologic Rehabilitation: Adult	3
ASP 540V Audiology Practicum	1
ASP 5041 Clinical Laboratory	<u>1</u>
	7

Fall (4)

ASP 5153 Pediatric Audiology	3
ASP 5142 Electrophysiology Assessment of the Auditory System II	2
ASP 5103 Medical Audiology	3
ASP 5253 Amplification II	3
ASP 540V Audiology Practicum	2
ASP 5041 Clinical Laboratory	<u>1</u>
	14

Spring (5)

ASP 5233 Audiologic Rehabilitation: Children	3
ASP 5013 Research Methods in Communication Disorders	3
ASP 5173 Counseling in Communication Disorders	3
ASP 5263 Evaluation and Treatment of the Balance System	3
ASP 540V Audiology Practicum	2
ASP 5041 Clinical Laboratory	<u>1</u>
	15

Summer (6)

ASP 5222 Professional Issues in Audiology and Speech Pathology (online opt.)	2
ASP 536V Independent (Directed) Research	2
ASP 540V Audiology Practicum	2
ASP 5041 Clinical Laboratory	<u>1</u>
	7

Fall (7)

ASP 520V Topics in Audiology (Diversity)	3
ASP 5033 Educational Audiology	3
ASP 5172 Implant Device Technology	2
ASP 536V Independent (Directed) Research	2
ASP 540V Audiology Practicum	2
ASP 5041 Clinical Laboratory	<u>1</u>
	13

Spring (8)

ASP 5063 Auditory Processing	3
ASP 5212 Hearing Conservation	2
ASP 5232 Audiology Practice Management	2
ASP 530V Independent Study or Elective	3
ASP 536V Independent (Directed) Research	2
ASP 540V Audiology Practicum	2
ASP 5041 Clinical Laboratory	<u>1</u>
	15

Summer (9)

ASP 530V Independent Study or Elective	3
ASP 536V Independent (Directed) Research (if not complete)*	1
ASP 516V Clinical Externship (Practicum)	4
ASP 5041 Clinical Laboratory	<u>1</u>
	8

Fall (10)

ASP 530V Independent (Directed) Research (if not complete)*	1
ASP 516V Clinical Externship (Practicum)	6
ASP 5041 Clinical Laboratory	$\frac{1}{7}$

Spring (11)

ASP 530V Independent (Directed) Research (if not complete)*	1
ASP 516V Clinical Externship	6
ASP 5041 Clinical Laboratory	$\frac{1}{7}$

TOTAL 118

* Research not included in total.

This course work represents a minimum of 72 SC of classroom courses, 6 SC in independent (directed) research with successful completion of a research project, 11 SC of clinical laboratory, 13 SC of practicum, and 16 SC of clinical externship (taken under 540V Practicum) during the final academic year (118 total). Practical examinations at the end of each academic year must be successfully completed to continue in the program. Written examinations at the end of the first and second academic years must be passed to continue in the program. Successful completion of a comprehensive written and oral examination is required prior to placement for the 4th year externship experience.

Elective courses include (but are not limited to)

ASP 5132 Speech Perception	2
ASP 5123 Advanced Psychoacoustics	3
ASP 5313 Biometrics	3

PROFESSIONAL COURSEWORK

The first number listed for courses is for the UAMS College of Health Related Professions; the second (in parenthesis) is for the University of Arkansas at Little Rock.

ASP 5013 (7360)-Research Methods in Communication Disorders

Introduction to research methodologies in audiology and speech pathology. Includes prospectus development, funding sources, data collection, analysis, and professional research writing and editing in communication sciences and disorders.

ASP 5023 (7380)-Basic Diagnostic Audiology

Principles and techniques for basic audiologic evaluation, including pure tone testing, speech audiometry, and the clinical application of masking, immittance, and otoacoustic emissions. Relevant calibration issues also discussed.

ASP 5041 (7181) Clinical Laboratory

Introduction to the equipment used in clinical evaluation of clients, as well as its maintenance and calibration. Perform evaluation procedures under faculty supervision.

ASP 5033 (7370)-Educational Audiology

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

ASP 5043 (7331)-Anatomy and Physiology of the Auditory and Vestibular Systems

Detailed information of the anatomy, physiology, electrophysiology, and neurophysiology of the auditory and vestibular systems.

ASP 5603 (7332)-Acoustics and Psychoacoustics

Basic information regarding the physics of sound, the measurement of sound and an introduction to the psychoacoustic basis of hearing and its clinical applications.

ASP 505V (7091)-Practicum

Applied, supervised practicum experiences for graduate students that encompass the breadth of the current scope of practice with both adults and children.

ASP 5063 (7333)-Auditory Processing (Disorders)

Theoretical overview, differential assessment, and treatment of adults and children with Auditory processing disorders (APD). Intended to blend theoretical knowledge with practical clinical methods and techniques. Prerequisites: ASP 5023/7380-Basic Diagnostic Audiology; ASP 5132/7222-Speech Perception

ASP 5083 (7382)-Electrophysiologic Assessment of the Auditory System

Principles and techniques in the use of evoked potentials to assess Auditory function. Course includes case studies and analysis of waveforms. Lecture and laboratory.

ASP 5103 (7383)-Medical Audiology

Introduction to the major pathologies of the auditory and vestibular systems, as well as medical/surgical treatment of those pathologies. Audiologic assessment and management of the disorders will also be discussed.

ASP 5112 (7221)-Instrumentation in Audiology & Speech Pathology

Introduction to basic principles of electronics and electrical safety and to proper use and care of equipment used in the evaluation and treatment of the Auditory and vestibular systems.

ASP 5153 (7334)-Pediatric Audiology

Normal auditory development and theoretical, clinical, and practical issues involved in screening, assessment, and management of children with hearing loss. Prerequisite: ASP 5023/7380-Basic Diagnostic Audiology

ASP 5162 (7224)-Genetics of Hearing Loss

Basic information on the genetic basis of hearing loss and an overview of syndromic and non-syndromic hearing losses. Congenital (genetic and multifactorial) auditory disorders will be discussed, including the spectrum of hereditary syndromes common to individuals with hearing loss. Strategies for referral to genetic counselors and other health care professionals included. Discussion of the Human Genome Project and current developments will be included. Prerequisite: ASP 5103/7383-Medical Audiology

ASP 5172 (7225)-Implant Device Technology

Overview of history of cochlear implants, corporation technology in cochlear-implant industry, and contemporary speech processing strategies for cochlear implants. Discussion of surgeries, audiological evaluation procedures used pre- and post-operatively, patient performance, counseling, and current research topics. Prerequisites: ASP 5223/7384-Amplification I; ASP 5253/7351-Amplification II

ASP 5173 (7365)-Counseling in Communication Disorders

Principles of counseling for working with persons with communication disorders and their families throughout the life span. Students will review major theories of counseling and will select those most useful for the various settings and practices of audiology and speech pathology. Students will demonstrate their understanding of the counseling process through case presentations.

ASP 5182 (7226)-Outcomes Research and Evidence-Based Practice

Principles of outcomes research, and the levels of evidence supporting clinical practice. Students will understand the principles of critical evaluation of diagnostic procedures and critical evaluation of the evidence for treatment efficacy and effectiveness as well as the importance of practice guidelines that define best practices. Prerequisites: ASP 5013/7360-Research Methods in Communication Disorders

ASP 520V (7087)-Topics in Audiology

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

ASP 5212 (7227)-Hearing Conservation

Noise measurement, OSHA requirements, occupational noise management, recreational audiology, and designing and implementing hearing conservation programs for adults and children. Prerequisite: ASP 5112/7221-Instrumentation in Audiology & Speech Pathology; 5023/7380-Basic Diagnostic Audiology

ASP 5222 (7228)-Professional Issues in Audiology & Speech Pathology

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

ASP 5223 (7384)-Amplification (I)

Effective use of hearing aids and auditory training equipment. Includes their component parts, electroacoustic analysis, hearing aid orientation/ counseling, and approaches to hearing aid evaluation. Prerequisite: ASP 5023-Basic Diagnostic Audiology.

ASP 5232 (7229)-Audiology: Practice Management

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

ASP 5233 (7385)-Audiologic Rehabilitation: Children

Audiometric evaluation procedures and the habilitation/ rehabilitation of infants and children with hearing loss. Emphasis is placed on the determination of appropriate remediation, language and speech therapy, auditory training and counseling parents for home programming.

ASP 5243 (7386)-Audiologic Rehabilitation: Adult

Principles of audiologic rehabilitation for adults, including diagnosis, counseling, use of amplification and other assistive devices, and communication strategies. Various models of audiologic rehabilitation will be presented with students presenting case studies demonstrating the basic procedures underlying each model.

ASP 5253 (7351)-Amplification II

Advanced study of amplification systems, including strategies to assess benefit and satisfaction, binaural/bilateral considerations, alternatives to conventional hearing aids, and speech perception issues related to hearing loss. Prerequisite: ASP 5223/7384-Amplification

ASP 5123 (7335)-Advanced Psychoacoustics

Advanced information regarding how listeners with normal hearing and those with hearing loss process sound. Topics to be covered include: loudness, frequency selectivity, temporal processing, pitch perception, space perception, object/pattern perception, speech perception, experimental design, and signal detection theory. Prerequisites: ASP 5603/7332-Acoustics and Psychoacoustics

ASP 5132 (7222)-Speech Perception

Production and perception of speech sounds and the prosodic features of speech. Several theories of speech perception presented and discussed, and the effects of hearing loss on speech production and perception explored.

ASP 5142 (7223)-Electrophysiologic Assessment of the Auditory System II

Principles and techniques in the use of mid- and late-evoked potentials to assess auditory function. Includes case studies and analysis of waveforms. Lecture and laboratory. Prerequisite: ASP 5083/7382- Electrophysiologic Assessment of the Auditory System I

ASP 536V (7094)—Independent (Directed) Research

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

ASP 540V (7091)—Practicum

Applied, supervised practicum experiences for graduate students that encompass the breadth of the current scope of practice with both adults and children from culturally diverse backgrounds.

CLASS AND CLINICAL HOURS

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

MODIFICATION OF PROGRAM REQUIREMENTS

Requests for modification of academic course requirements should be directed, in writing, to the Director of Audiology. Requests for modification of clinical requirements should be directed, in writing, to the Audiology Clinic Director.

LEAVE OF ABSENCE

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

CLINIC

Students must accrue clinical experience equivalent to one year of full time work, approximately 1820 hours. Details about practicum requirements and placements can be found in the *UAMS/UALR Audiology Clinic Manual* (see **Appendix C** for a Guide to Professional Conduct; **Appendix D** for the Honor Code; and **Appendix E** for the Confidentiality Statement; **Appendix F** for the Attendance Policy).

Each student must successfully complete practical skills examinations of clinical tasks before being allowed to progress to the next level.

DIRECTED RESEARCH EXPERIENCE

Each student must complete a directed research experience. This experience may take one of a two forms, the ‘Directed Project’ or ‘Directed Research’. A written document (following specific guidelines) is required for completion of either option.

The **Directed Project** consists of the student joining one of the faculty in ongoing research, completing a project such as an annotated bibliography, designing a clinical protocol (with appropriate literature underpinning the decisions), or some other similar process. Directed projects are generally guided by one faculty member, and any full-time faculty member within the Audiology and Speech Pathology department may serve as the mentor.

Individual faculty may also require a poster and/or other submission to a meeting or journal article. A directed project is worth no more than 6 credit hours and the grade will be based on the notebook (literature/data) and the written product turned in. The student will be recognized as an author on any state or national presentations or publications submitted by the mentor in a manner consistent with the amount of work contributed to the project. A timeline for the directed research will be provided to you by your research mentor.

1. Choose topic and make an appointment with faculty member to discuss it.
2. Keep a log of hours “dedicated” specifically to the chosen research project (not on a project for another class that you would be doing anyway – or keep separate logs of activity).
3. Work closely with mentor, ask questions, and seek direction regarding development of topic and literature review.
4. Provide a “comprehensive” literature review. Keep a notebook or file of all research articles related to the topic and turn in the notebook/file as review for part of the grade.
5. Develop data forms, collect clinical research data following a specific protocol, and manage database. Completed data forms (filed in a notebook) become the property of the university.
6. Help with data entry, learn how to make graphs from data, and help prepare a poster for project dissemination local, state, regional, national, or other research forums.
7. Prepare written research project product following American Psychology Association (APA) style guidelines that is appropriate to the skill and experience of a doctoral student, following specific instructions of mentor.
8. Students are encouraged to submit research projects for presentation at the Annual Arkansas Speech-Language-Hearing Association convention, the American Academy of Audiology convention, the American Speech-Language-Hearing Association convention, etc.

Directed Research is intended for those students who wish to complete an independent research study. One faculty member will serve as the primary mentor, but a committee of at least three members is required. A Ph.D.-level faculty member must serve as the chair; however, the other two (or more) committee members may be any full-time faculty person and may also include individuals from the community, pending approval of the AUSP Ph.D.-level audiology faculty. The student will conduct an oral defense of the project with the committee and must make a departmental presentation at the end of their third year of study.

Directed Research is distinct from the **Directed Project** in that the student is required to participate in all phases of research, including literature review, writing an Institutional Review Board application (if needed), data collection, data analysis, etc. The written document will be completed in compliance with the *UAMS Graduate School Dissertation and Thesis* guidelines. Directed Research implies that a student is able to work fairly independently and is responsible enough to fulfill their responsibilities. Results will be submitted for state and national presentations and publication with the student as an author, possibly first author.

1. Work closely with the mentor, ask questions, and seek direction regarding development of the topic and literature review.
2. Form a 3-person (minimum) committee from among the faculty. Faculty may be Ph.D., Au.D., or M.S. level to serve on these committees and may be dictated by the research area/project chosen.
3. Prepare a prospectus presentation, making changes in the design based on committee input and direction.
4. Participate in development and preparation of the protocol submitted to the internal review board (IRB) and in the IRB process.
5. Provide a “comprehensive” literature review. Keep a notebook or file of all research articles related to the topic and make this notebook/file available to the mentor in reviewing your work.
6. Develop data forms, collect clinical research data following a specific protocol, and manage database. Completed data forms (filed in a notebook) become the property of the university.
7. Enter data in an Excel database, serve a primary role in the analysis and interpretation of such data, learn how to make graphs representing data, and prepare a presentation using PowerPoint for the Spring Student Forum.
8. Prepare written document consistent with university, college, and department guidelines following the APA style guide. Written work is expected to be high quality. The document will be submitted for presentation at the Arkansas Speech-Language-Hearing Association Convention, and at one regional (e.g., Mid-South) or national (e.g., AAA) convention.
9. Prepare a “defense” presentation and make changes in written document requested by committee members. You are expected to work with your mentor and committee to prepare a manuscript for publication.

GUIDELINES FOR AU.D. RESEARCH PRESENTATIONS

At the completion of a directed research study, each student will make a public presentation of their research in the form designated by the faculty. In order to present, a student must have approval from the chair of their directed research study committee. **IT IS MANDATORY THAT ALL AU.D. STUDENTS ATTEND RESEARCH PRESENTATIONS.**

COMPREHENSIVE EXAMINATION

The purpose of the doctoral comprehensive examination is to provide the student an opportunity to demonstrate mastery of discipline-specific knowledge. Thus, all students **must** pass a comprehensive examination before the doctoral degree will be conferred. 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. If the student does not pass this examination by the third attempt s/he will be dismissed from the program. Additionally, the comprehensive examination must be passed before a student will be allowed to begin their fourth year placement.

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

GRADUATION REQUIREMENTS

Successfully complete/pass

1. academic coursework with no lower than a 3.00 cumulative GPA;
2. practical examinations;
3. clinical practicum as required by the department;
4. the knowledge and skills objectives established by the department to meet the current ASHA standards;
5. comprehensive examination and have graduate advisor notify the department chair of such by the deadline;
6. the research project and have research advisor notify the Director of Audiology
7. an exit interview with the department chair.

POST-MASTER'S PROGRAM REQUIREMENTS

Graduate credit may be granted for equivalent course work from other institutions with approval of the Director of Audiology, the Chairman of the Department of Audiology and Speech Pathology and the Associate Dean of the College of Health Related Professions. Such transfer credit may not exceed 30 semester credits (SC) and each course must have a letter grade of B or better. Semester transfer credits will be accepted from audiology programs accredited by the American Speech-Language-Hearing Association (ASHA). No courses, in-class, correspondence, or online courses from non-accredited programs will be considered for graduate transfer credit to apply toward the Au.D. degree.

Potential transfer credits will be reviewed by the Audiology and Speech Pathology Department Audiology Curriculum Committee using the student's official transcript(s) in

combination with a course syllabus and/or the catalog course description. Decisions on transfer credits will be made before the student has been admitted.

Pre-Au.D. ASHA certification (Certificate of Clinical Competence) required proof of completion of a minimum of 375 supervised clinical clock hours during graduate school and 1600 supervised clinical clock hours during the “Clinical Fellowship Year” following graduation. These 1975 clock hours are roughly equivalent to the year equivalent required of post-baccalaureate Au.D. students. The Audiology Curriculum committee will waive up to 30 credits of clinical practicum in the Au.D. program for all post-master’s applicants who can provide proof of certification by the ASHA (see CHRP Catalog).

PERFORMANCE STANDARDS FOR THE DOCTOR OF AUDIOLOGY PROGRAM

The Au.D. program is committed to excellence in academic, clinical and research activities. The following minimum standards for student performance are designed to reflect that commitment to excellence (See *Appendix H*: Professional Organizations; *Appendix I*: Government and Legislative Contacts).

ACADEMIC PERFORMANCE

The audiology faculty conducts periodic reviews of student progress. These reviews are intended to be supportive in nature; that is, they are designed to identify academic and/or practicum areas that need remediation for the student to continue to successfully progress through the Au.D. program.

A. Expected Performance

1. Students must maintain an overall grade point average of 3.00 to maintain good academic standing.
2. Receipt of three grades of C or lower in courses throughout the program is grounds for dismissal from the program.
3. Academic misconduct is grounds for dismissal from the program.
4. Non professional behavior is grounds for dismissal from the program.

B. Academic Progression Policy

Students will be placed on academic probation for:

1. Earning two C’s or one C and a lower grade in any course(s) required in the Au.D. curriculum, including clinical practicum, over the course of their tenure in the program. (Students who earn below a C in any course must repeat that course.)
2. A semester GPA below 3.0 for courses required in the Au.D. curriculum.
3. A cumulative GPA below 3.0.

Students may be placed on non-academic probation for:

1. Lack of professional conduct.
2. More than 1 unexcused absence at required functions/events.

Students may be dismissed from the program for:

1. Two consecutive semesters of probation of any type.
2. Failure to satisfactorily complete remedial work within one calendar year, or as required to be removed from academic probation.
3. Failure to demonstrate sufficient change of probationary behavior within one calendar year to be removed from non-academic probation.
4. Failure to satisfactorily complete a repeated course at a level of C or above.
5. Failure of the comprehensive examinations, including a second and third attempt on the exam.
6. Multiple academic or clinical deficits to a degree that makes it unlikely the student will be able to succeed in the remainder of the curriculum.
7. A grade of C or lower in any of the fourth year clinical externship courses.
8. Lack of professional conduct and/or any behavioral patterns that may jeopardize the safety or well-being of patients or others.
9. Unethical or illegal activity including, but not limited to, academic misconduct or violations of the AAA Code of Ethics (<http://www.audiology.org/publications/documents/ethics/default.htm?PF=1>), the ASHA Code of Ethics (<http://www.asha.org/docs/html/ET2003-00166.html>), HIPAA regulations/law, Arkansas Law or Federal law.

C. Notification

1. Any department faculty member assigning a final course grade of C or lower must notify the student's academic advisor and the Director of Audiology of the student's name, course name and number, and grade at the time the grade is assigned. At the discretion of the faculty, students earning a grade of C or lower will be required to repeat that/those courses.
2. Upon notification that a student will be receiving a mark of C or below, the advisor will examine the student's record to determine whether a total of two or more marks of C or below have been received. The advisor will notify the student by letter regarding the C grade policy, with a copy to the Director of Audiology and the Department Chair.
3. The Director of Audiology will notify by letter any student who has received two or more grades of C or lower. This notification will be sent within one week of student receipt of the CHRP grade sheet. The student will be invited to provide written materials in support of his/her continuation in the program. The student may also request an interview with the audiology faculty and other faculty to present her/his case.

D. Determination

1. Faculty members, based on the student's appeal, will decide whether the student should be dismissed from the program or whether s/he will be allowed to continue *on probation*. This decision will be based on the faculty's judgment of the student's prognosis for academic and clinical success in the program and profession. The student's academic record, the supportive materials provided by the student to the faculty, and the views of the student's academic advisor and the faculty member(s) issuing grades of C or below must be considered in making this judgment.
2. If the faculty decides that the student should be dismissed, written notification of this dismissal will be sent to the student and a copy sent to CHRP within one week after the faculty's deliberations.
3. A student who is allowed to continue in the program will be placed on probation and will be notified that receipt of one more grade of C or lower will result in dismissal. At the discretion of the faculty, students earning a grade of C or lower will be required to repeat that/those courses.

DEPARTMENTAL GRIEVANCE PROCEDURES

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

1. Contact the faculty member teaching the course or directing the activity. Let this individual know that you are concerned and precisely why. Most problems can be resolved at this level. However, if the discussion with the faculty member does not resolve the problem, advise the faculty member that you plan to pursue the matter further.
2. If the matter relates to a clinical teaching situation, take the matter to the Audiology Clinic Director. Notify the Clinic Director if you decide to pursue the matter further.
3. If the matter relates to an academic course, take the matter to the Director of Audiology. Notify the Director if you decide to pursue the matter further.
4. If the matter is not resolved with your instructor or the clinic director, or if your concern is with the clinic director, bring the matter before the Department Chair.

The Chair will resolve the matter in question to the student's satisfaction or direct the student to the CHRP Catalog and/or CHRP Student Handbook for information regarding the student appeals process. The formal grievance procedure is detailed in the *CHRP 2009-2010 Student Handbook* (http://www.uams.edu/chrp/ourcollege/handbook06_07.pdf).

NON-ACADEMIC PERFORMANCE/ESSENTIAL FUNCTIONS

Students meeting the essential functions listed below will have the abilities to perform the academic and clinical activities required of an audiologist (See *Appendix J* for Department Essential Functions complete document).

ESSENTIAL FUNCTIONS

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

Communication

A student must possess adequate communication skills to:

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

Motor

A student must possess adequate motor skills to:

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

Intellectual / Cognitive

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

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

- Measure, calculate, reason, analyze, and synthesize as needed in the academic and clinical arenas.

Sensory / Observational

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

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

Behavioral / Social

A student must possess adequate behavioral and social attributes to:

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

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

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

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

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

STUDENT SERVICES

STUDENT ACCOMMODATION

Students are referred to the CHRP Student Handbook, “**Section 4.10 CHRP DISABILITY POLICY**” about accommodation for schoolwork.

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

2. UAMS Student Mental Health Services
201 Jack Stephens Drive
Little Rock, AR 72205
686-8408
<http://www.uams.edu/student%5Fmentalhealth/>

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

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

MENTAL HEALTH SERVICES

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

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

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

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

Referrals for Long Term Difficulties:

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

Hours:

The Student Wellness Clinic can be reached between **7:15 AM & 4:30 PM Monday through Friday**. Students are seen by appointment only. To schedule a confidential appointment, telephone Ms. Meshelle Helms, (program manager) or Ms. Sherry Bullard at **(501) 686-8408**. Both are trained to confidentially elicit information to allow for effective triage and scheduling with the most skilled clinician for a student's particular problem. In the rare event of an **after hours emergency, telephone the UAMS operator at (501) 686-7000** identify yourself as a UAMS student with an emergent problem and request the operator to page the UAMS Department of Psychiatry resident on call.

Location:

The Student Wellness Office Suite is located at 201 Jack Stephen's Drive, on the street level. Parking is available in front of the clinic in spots reserved for the 'Student Wellness Program' **for the duration of the appointment. Unauthorized vehicles are ticketed and towed.** Visit http://www.uams.edu/student_mentalhealth/map.pdf for a map to the SWO.

Medical Director: Linda Worley, M.D.

The University of Arkansas at Little Rock also offers counseling services for students enrolled on their campus. Assistance can be obtained by contacting the Counseling and Career Planning Services, 417 Ross Hall, 569-3185.

GENERAL DEPARTMENTAL INFORMATION

Building Hours

The clinic is open Monday through Friday from 8:00 AM to 6:00 PM and other hours by appointment. The clinic must be locked nights and weekends.

Bulletin Boards

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

Copying Equipment

Students may NOT use the office copying equipment. The equipment is to be used for clinic and departmental business only. Copying equipment for student use is available at various sites around the UALR campus. If a faculty member asks a student to make copies, the faculty member must complete a Copier Usage Authorization Slip which is then given to the clinic secretary.

Computer Availability

Computers for student use are available in the student workroom, Room 674. These computers are connected to a laser printer, which is to be used only for clinic-related printing. No class (e.g., PowerPoint notes, journal articles) or personal materials may be printed on this machine.

Students may also use computers and printers located in the UALR Library Computer Lab (104); the UALR Student Union Computer Lab (A105); or computer labs at UAMS.

Department Library/Student Lounge

The department's library is housed in the student workroom, 674. This library has been provided for student use by donations from the faculty and other professionals. Books can be checked out for three-day periods. Please show courtesy to fellow students by returning books promptly. A microwave oven and small refrigerator are also available in this room for student use. Students are expected to maintain this area including cleaning appliances as they are needed.

Faculty Mailboxes

Faculty mailboxes are in the departmental office. Submit paperwork and other communications to your instructors using these mailboxes.

Student Lockers

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

Student Mailboxes

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

Student Email

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

Office Supplies

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

HEALTH RELATED ISSUES

IMMUNIZATIONS AND TUBERCULOSIS TESTING

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

PROFESSIONAL LIABILITY INSURANCE COVERAGE

All entering students are required to purchase and maintain professional liability insurance. Insurance coverage must be purchased through UAMS at fall semester registration at a cost of \$13.00 per academic year.

PROFESSIONAL MEMBERSHIP, DEVELOPMENT AND SERVICE

One key attribute of a professional is participation in associations and societies which influence the direction, education and practice of the members of a profession. In order to develop this aspect of professionalism, the student will be expected to maintain active student membership in at least one appropriate professional association or society during their tenure in the Doctor of Audiology program. Membership in the Student Academy of Audiology, the National Speech-Language-Hearing Student Association, or student membership in the American Academy of Audiology, the American Speech-Language-Hearing Association, the Arkansas Academy of Audiology, or the Arkansas Speech-Language-Hearing Association is strongly encouraged to meet this requirement. (See Appendices J and K for professional organization and governmental information.)

As a part of each clinical practice course in the curriculum, students are required to participate in at least two hours of approved professional development, educational and/or service activities per semester. This is in addition to other clinical course requirements. Attendance at professional seminars, lectures, and workshops may be submitted to meet this requirement. Participation in professional and community service activities may also be submitted in order to meet this requirement. Approved activities will be announced by the department. Additional activities which the student would like to submit for this requirement should be approved in advance. Proof of attendance should be provided to the student's advisor and will be maintained in the student's file. It is recommended that a copy be retained in the student's personal portfolio.

APPENDIX A: AMERICAN SPEECH LANGUAGE HEARING ASSOCIATION SCOPE OF PRACTICE

Professional Roles and Activities

ASHA Professional Roles and Activities

(taken from the 2004 Scope of Practice Statement)

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

A. Prevention

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

B. Identification

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

C. Assessment

1. The conduct and interpretation of behavioral, electroacoustic, and/or electrophysiologic methods to assess hearing, Auditory function, balance, and related systems;
2. Measurement and interpretation of sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment;
3. Evaluation and management of children and adults with Auditory-related processing disorders;

4. Performance of otoscopy for appropriate Audiological management or to provide a basis for medical referral;
5. Cerumen management to prevent obstruction of the external ear canal and of amplification devices;
6. Preparation of a report including interpreting data, summarizing findings, generating recommendations and developing an Audiologic treatment/management plan;
7. Referrals to other professions, agencies, and/ or consumer organizations.

D. Rehabilitation

1. As part of the comprehensive Audiologic (re)habilitation program, evaluates, selects, fits and dispenses hearing assistive technology devices to include hearing aids;
2. Assessment of candidacy of persons with hearing loss for cochlear implants and provision of fitting, mapping, and Audiologic rehabilitation to optimize device use;
3. Development of a culturally appropriate, Audiologic rehabilitative management plan including, when appropriate:
 - a. Recommendations for fitting and dispensing, and educating the consumer and family/caregivers in the use of and adjustment to sensory aids, hearing assistive devices, alerting systems, and captioning devices;
 - b. Availability of counseling relating to psychosocial aspects of hearing loss, and other Auditory dysfunction, and processes to enhance communication competence;
 - c. Skills training and consultation concerning environmental modifications to facilitate development of receptive and expressive communication;
 - d. Evaluation and modification of the Audiologic management plan.
4. Provision of comprehensive Audiologic rehabilitation services, including management procedures for speech and language habilitation and/or rehabilitation for persons with hearing loss or other Auditory dysfunction, including but not exclusive to speechreading, Auditory training, communication strategies, manual communication and counseling for psychosocial adjustment for persons with hearing loss or other Auditory dysfunction and their families/caregivers;
5. Consultation and provision of vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments;
6. Assessment and non-medical management of tinnitus using biofeedback, behavioral management, masking, hearing aids, education, and counseling;
7. Provision of training for professionals of related and/or allied services when needed;
8. Participation in the development of an Individual Education Program (IEP) for school-age children or an Individual Family Service Plan (IFSP) for children from birth to 36 months old;
9. Provision of in-service programs for school personnel, and advising school districts in planning educational programs and accessibility for students with hearing loss and other Auditory dysfunction;
10. Measurement of noise levels and provision of recommendations for environmental modifications in order to reduce the noise level;

11. Management of the selection, purchase, installation, and evaluation of large-area amplification systems.

E. Advocacy/Consultation

1. Advocacy for communication needs of all individuals that may include advocating for the rights/funding of services for those with hearing loss, Auditory, or vestibular disorders;
2. Advocacy for issues (i.e., acoustic accessibility) that affect the rights of individuals with normal hearing;
3. Consultation with professionals of related and/or allied services when needed;
4. Consultation in development of an Individual Education Program (IEP) for school-age children or an Individual Family Service Plan (IFSP) for children from birth to 36 months old;
5. Consultation to educators as members of interdisciplinary teams about communication management, educational implications of hearing loss and other Auditory dysfunction, educational programming, classroom acoustics, and large-area amplification systems for children with hearing loss and other Auditory dysfunction;
6. Consultation about accessibility for persons with hearing loss and other Auditory dysfunction in public and private buildings, programs, and services;
7. Consultation to individuals, public and private agencies, and governmental bodies, or as an expert witness regarding legal interpretations of audiology findings, effects of hearing loss and other Auditory dysfunction, balance system impairments, and relevant noise-related considerations;
8. Case management and service as a liaison for the consumer, family, and agencies in order to monitor Audiologic status and management and to make recommendations about educational and vocational programming;
9. Consultation to industry on the development of products and instrumentation related to the measurement and management of Auditory or balance function.

F. Education/Research/Administration

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

APPENDIX B: AMERICAN ACADEMY OF AUDIOLOGY SCOPE OF PRACTICE

AAA Audiology: Scope of Practice

January 2004

1. Purpose

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

2. Definition of an Audiologist

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

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

Audiologists provide clinical and academic training to students in audiology. Audiologists teach physicians, medical students, residents, and fellows about the Auditory and vestibular system. Specifically, they provide instruction about identification, assessment, diagnosis, prevention, and treatment of persons with hearing and/or vestibular impairment. They provide information and training on all aspects of hearing and balance to other professions including psychology, counseling, rehabilitation, and education. Audiologists provide information on hearing and balance, hearing loss and disability, prevention of hearing loss, and treatment to business and industry. They develop and oversee hearing conservation programs in industry. Further, audiologists serve as expert witnesses within the boundaries of forensic audiology.

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

3. Scope of Practice

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

A. Identification

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

B. Assessment and Diagnosis

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

C. Treatment

The audiologist is the professional who provides the full range of audiologic treatment services for persons with impairment of hearing and vestibular function. The audiologist is responsible for the evaluation, fitting, and verification of amplification devices, including assistive listening devices. The audiologist determines the appropriateness of amplification systems for persons with hearing impairment, evaluates benefit, and provides counseling and training regarding their use. Audiologists conduct otoscopic examinations, clean ear canals and remove cerumen, take ear canal impressions, select, fit, evaluate, and dispense hearing aids and other amplification systems. Audiologists assess and provide Audiologic treatment for persons with tinnitus using techniques that include, but are not limited to, biofeedback, masking, hearing aids, education, and counseling.

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

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

The audiologist is the member of the implant team (e.g., cochlear implants, middle ear implantable hearing aids, fully implantable hearing aids, bone anchored hearing aids, and

all other amplification/signal processing devices) who determines audiologic candidacy based on hearing and communication information. The audiologist provides pre and post surgical assessment, counseling, and all aspects of Audiologic treatment including Auditory training, rehabilitation, implant programming, and maintenance of implant hardware and software.

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

The audiologist administers Audiologic identification, assessment, diagnosis, and treatment programs to children of all ages with hearing impairment from birth and preschool through school age. The audiologist is an integral part of the team within the school system that manages students with hearing impairments and students with central Auditory processing disorders. The audiologist participates in the development of Individual Family Service Plans (IFSPs) and Individualized Educational Programs (IEPs), serves as a consultant in matters pertaining to classroom acoustics, assistive listening systems, hearing aids, communication, and psycho-social effects of hearing loss, and maintains both classroom assistive systems as well as students' personal hearing aids. The audiologist administers hearing screening programs in schools, and trains and supervises non audiologists performing hearing screening in the educational setting.

D. Hearing Conservation

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

E. Intraoperative Neurophysiologic Monitoring

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

F. Research

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

G. Additional Expertise

Some audiologists, by virtue of education, experience and personal choice choose to specialize in an area of practice not otherwise defined in this document. Nothing in this

Rev 08/12/09

document shall be construed to limit individual freedom of choice in this regard provided that the activity is consistent with the American Academy of Audiology Code of Ethics. This document will be reviewed, revised, and updated periodically in order to reflect changing clinical demands of audiologists and in order to keep pace with the changing scope of practice reflected by these changes and innovations in this specialty.

APPENDIX C: GUIDE TO PROFESSIONAL CONDUCT

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

Attention

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

Participation

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

Dependability and Appearance

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

Communication

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

Organization

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

Safety

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

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

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

APPENDIX D: HONOR CODE

DEPARTMENT OF AUDIOLOGY AND SPEECH PATHOLOGY

STUDENT HONOR CODE

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

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

Student _____

Date _____

Department Chair _____

Date _____

APPENDIX E: CONFIDENTIALITY STATEMENT

**UALR/UAMS DEPARTMENT OF AUDIOLOGY & SPEECH PATHOLOGY
UALR Speech and Hearing Clinic
2801 South University, Suite 600
Little Rock, AR 72204
501-569-3155 Phone 501-569-3157 Fax**

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 UALR Speech and Hearing Clinic and other facilities.

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

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

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

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

Student Signature

Date

Printed Name

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

**UAMS/UALR Au.D. Students
CHRP Confidentiality Statement**

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

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

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

Date received and reviewed _____

Signature _____

APPENDIX F: ATTENDANCE POLICY

Attendance Policy UAMS/UALR Au.D. Program

The faculty want to make expectations clear regarding your attendance in class, clinic, assistantships and other school-related activities. We have stated these expectations below. You are expected to present proper documentation for any absence that you believe may be excused. In all cases individual faculty have the latitude to decide whether an absence is excused or not. The official departmental policy is: "UALR/UAMS Audiology & Speech Pathology Class Attendance Policy: Attendance at all class sessions is expected. Absence is defined as not being present when class role is taken. Course instructors may deduct points for absences at their discretion."

1. Classes - In all classes your attendance at each class session is expected. We realize that at times emergencies may arise and you may have to miss a class. Telephoning or emailing your instructor to that effect is a courtesy that you should be in the habit of; however, that call or email does not ensure that absence is excused.
2. Clinic - Both on-campus and off-campus, only dire circumstances, i.e., you (your child) are throwing up, have a fever, or are on your way to the hospital as the patient can be considered by you as a valid reason to miss clinic without advance notice and planning.
 - a. For on-campus clinic, if you do have to miss, you should call your supervisor well in advance of the scheduled time and get a classmate to cover that clinic.
 - b. Patients must always come first and it is your professional responsibility to ensure they receive services.
 - c. In any clinic, attendance at clinic includes not leaving clinic until the patient is checked out through the front desk. If you have to attend class or another professional commitment, let your supervisor know. Otherwise, you are expected to work with that patient until the patient leaves.
 - d. You are expected to be in the department 15 minutes before your scheduled clinic time (whether you have a patient scheduled or not) and get set up for clinic; perform calibrations, get paperwork ready, clean ear tips, etc., whatever tasks need to be done.
 - e. For off-campus clinic, please remember that you are representing our program as well as yourself. Professional actions are critical because we must maintain a good working relationship with those sites for future students.
 - f. If you must miss off-campus, speak to your off-campus supervisor about making up that time.

3. When the department or a faculty member is paying you 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. attend on the days and times you have indicated you will work;
 - b. be on time the days you have indicated you will work and work for the full allotted time;
 - c. explicitly follow instructions that you receive from your supervisor (including research protocols);
 - d. respect and follow all HIPAA and other confidentiality policies (which means you must already be familiar with these);
 - e. accept responsibility for your behavior (professionalism) and your work (quality);
 - f. extend your supervisor the respect and common courtesy you would extend to your boss. Consider your traineeship duties as priority. No other assignments should be completed during your scheduled work time unless approved by your supervisor;
 - g. There is no sick time or leave time for these positions. If you miss work due to illness or any other reason, this time must be made up.

4. The UAMS Neurotology conference, should be viewed by you as a valuable learning experience. Any unexcused absences will result in a reduction of the course grade at the rate of 4% per unexcused absence in each course you are enrolled in. Excused absences with proper documentation will not result in a lowering of the course grade. It is the students' responsibility to sign the attendance sheets.
 - a. Other opportunities will arise during your time in the UAMS/UALR Au.D. program. The faculty will make you aware of these as they are known. Although attendance at many of these events is not tied to a grade, attendance should be considered an aspect of professionalism and you should not Not Attend because you do not care to. You will learn something and you will network with local audiologists, which is invaluable.
 - b. Again, please remember you, the student, represent not just yourself, but also our program; you will be gone from the program in a few years but we will be educating future students and need to maintain good relations with many stakeholders in the area.

APPENDIX G: COMPREHENSIVE EXAMINATION

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 morning.
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. Anonymity of the students taking the examination will be maintained. Each student will select a four digit number that will act as the identifier for the student. Student numbers will be placed in a sealed envelope and will not be known to the faculty until final decisions regarding pass or fail have been made. Within 10 working days after the last day of the comprehensive examination, there will be a faculty meeting in which the faculty will recommend pass or fail for each student.
8. Each student will receive official notification of pass or fail on the examination in writing from the department chair. Letters will be placed in the student mailboxes or mailed to their home address, if requested. Student scores will be kept confidential; however, students who fail may review their examination with their academic advisor. All scores of both students who pass and who fail will be maintained by the department chair.
9. Passing the comprehensive examination is a prerequisite to beginning the fourth year externship.
10. If a student fails the examination, s/he will be required to retake the examination. If a student does not successfully complete the examination within three attempts, the student will be terminated from the program.

APPENDIX H: STUDENT AND PROFESSIONAL ORGANIZATIONS

Student Organizations

- The UAMS/UALR Student Academy of Audiology (SAA). Dues are \$20 per year, payable in the fall semester.

Samuel Atcherson, Ph.D., CCC/A, Faculty Co-Advisor
University Plaza, Suite 600
501-569-3155

Rebecca Kelly, Ph.D., CCC/A, Faculty Co-Advisor
University Plaza, Suite 600
501-569-3155

- The UAMS/UALR Student Speech-Language-Hearing Association (NSSLHA)

Stacey Mahurin, M.S., CCC/SLP, Faculty Co-Advisor
University Plaza, Suite 600
501-569-3155

Beth McWeeny, M.S., CCC/SLP, Faculty Co-Advisor
University Plaza, Suite 600
501-569-3155

National Student Organizations

- National Student Speech Language Hearing Association
2200 Research Boulevard #450 * Rockville, MD 20850
PH: 800-498-2071 (ASHA Action Center) * Email: actioncenter@asha.org
www.nsslha.org
- Student Academy of Audiology
11730 Plaza America Drive, Suite 300 * Reston, VA 20190
PH: 800-AAA-2336 * FX 703-790-8631
<http://www.audiology.org/education/students/SAA/Pages/default.aspx>

State Professional Organizations with Student Memberships

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

National Professional Organizations with Student Memberships

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

APPENDIX I: LICENSURE AND GOVERNMENTAL INFORMATION

Licensure and Governmental Information

State Licensing Agency

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

Arkansas and U.S. Legislative Information

Arkansas State Home Page <http://www.state.ar.us/>

Arkansas House of Representatives Home Page: <http://www.arkansas.gov/house/>

Arkansas House of Representatives Home Page: <http://www.arkansas.gov/senate/>

Arkansas U.S. Representatives:

District 1:	Marion Berry	http://www.house.gov/berry/
District 2:	Vic Snyder	http://www.house.gov/snyder/
District 3:	John Boozman	http://www.boozman.house.gov/
District 4:	Mike Ross	http://www.house.gov/ross/

Arkansas U.S. Senators:

Blanche Lincoln	http://lincoln.senate.gov/
Mark Pryor	http://pryor.senate.gov/

APPENDIX J: ESSENTIAL FUNCTIONS DOCUMENT AND SIGNATURE PAGE

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

Essential Functions of Candidates for Program Continuance

INTRODUCTION

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

POLICY

The accredited graduate programs in speech-language pathology and audiology of the University of Arkansas at Little Rock (UALR) / 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 ASP 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 ASP faculty has a responsibility for the welfare of clients tested, treated, or otherwise affected by students enrolled in the programs. The department has the responsibility to the public to assure that its graduates can become fully competent audiologists and speech-language pathologists, capable of delivering quality care in a timely manner and preserving the well-being of the clients they serve. Thus, it is important that persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and the physical and emotional capacity necessary to practice speech-language pathology or audiology.

The Department of Audiology and Speech Pathology, as part of the College of Professional Studies (UALR) and the College of Health Related Professions (UAMS), is committed to the principle of equal opportunity. The Universities, Colleges, and the Department do not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability. When requested, the Universities, Colleges, and the Department will provide reasonable accommodations to otherwise qualified students with properly certified disabilities. The ASP faculty has responsibility for the welfare of students in the department. In order to fulfill this responsibility,

the department has established academic standards and minimum essential requirements that must be met, with or without reasonable accommodations, in order to participate in the program and graduate.

ESSENTIAL FUNCTIONS

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

Communication

A student must possess adequate communication skills to:

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

Motor

A student must possess adequate motor skills to:

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

Intellectual / Cognitive

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

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

Sensory / Observational

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

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

Behavioral / Social

A student must possess adequate behavioral and social attributes to:

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

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

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

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

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

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



Department of Audiology and Speech Pathology

UNIVERSITY OF ARKANSAS AT LITTLE ROCK
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
2801 South University Little Rock, Arkansas 72204 501.569.3155



Speech, Language and Hearing Clinic

Please sign one of the following Essential Functions statements:

Statement for Students who are NOT Requesting Accommodations

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

Signature of Applicant

_____/_____/_____
Date

Printed Name of Applicant

Statement for Students Requesting Accommodations

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

Signature of Applicant

_____/_____/_____
Date

Printed Name of Applicant