



SCHOOL of
AUDIOLOGY

DOCTOR OF AUDIOLOGY PROGRAM

www.pacificu.edu/audiology



STUDENT HANDBOOK

2013 – 2014 Edition

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CHAPTER I: INTRODUCTION

The School of Audiology offers an innovative and accelerated three-year professional curriculum leading to the Doctor of Audiology (AuD) degree. The inaugural cohort of students, the Class of 2015, matriculated with the Fall 2012 semester.

Audiologists

Audiologists provide hearing and balance health care by evaluating, diagnosing, treating, and managing individuals of all ages who have hearing and balance disorders and related issues. Treatment and management of hearing loss may involve dispensing hearing aids and other related hearing assistance technology. Audiologists work in a variety of settings, including private practice, hospitals, medical centers, medical offices, multi-specialty outpatient clinics, industry, universities, research labs, military service, hearing conservation programs, government agencies, school systems, and more.

Mission of the School of Audiology

As part of Pacific University's College of Health Professions, the mission of the School of Audiology is to graduate audiologists who are clinically outstanding, committed to lifelong learning, and prepared for professional and community engagement and leadership throughout their professional careers.

Goals and Objectives of the School of Audiology

The primary goal of the School of Audiology is to graduate well-rounded and highly competent audiologists, ready to assume autonomous professional responsibilities in a variety of practice settings, including private practices, medical centers and clinics, and other diverse settings.

To achieve this goal, the faculty strives to offer a curriculum that prepares students across the audiologic scope of practice through a combination of rigorous didactic education and outstanding applied experiential education, leading to awarding of the Doctor of Audiology (AuD) degree. Additionally, attention is given to providing a solid grounding in interprofessional competence and collaboration, evidence-based practice, professional and ethical behavior, critical thinking, and professional communication. Further, as a School, we are committed to fostering among our students a spirit of life-long professional learning, a commitment to service, and a desire to contribute to the advancement of the profession.

CHAPTER II: UNIVERSITY POLICIES

This chapter highlights some University policies that address key student matters. Please see the University catalogs and Web site for more detailed information on these and other policies.

FERPA/Privacy Rights of Students

Students should be aware of the University's policy of Privacy Rights of Students which states that: "No one outside the institution shall have access to nor will the institution disclose any information from any students' education records without the written consent of students." The document, *Pacific University Institutional Procedures Regarding the Family Educational Rights and Privacy Act (FERPA)*, can be found in the [Appendices](#).

Educational records refer to:

- a) The records and information contained in each student's file; and,
- b) Anecdotal information that a faculty or staff member may possess regarding a student's academic standing or performance which may include, but is not limited to, a student's knowledge, skills and attributes.

In accordance with University policy, the School may not release any records or information regarding a student's educational record without the expressed written consent of the student. For example, unless written permission is provided by a student, faculty and staff members may not provide recommendations for scholarships, consult with fieldwork educators, or provide written or verbal employment references. Therefore, it is necessary for the School to have student's written consent to release such information. Each student will be requested to sign, as appropriate, the form entitled, "*Student Consent for Release of Information*." The consent will remain in effect until written notification is received rescinding the request.

Nondiscrimination Policy

It is the policy of Pacific University not to discriminate on the basis of sex, physical or mental disability, race, color, national origin, sexual orientation, age, religious preference, or disabled veteran or Vietnam Era status in admission and access to, or treatment in employment, educational programs or activities as required by Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, or any other classification protected under state or federal law, or city ordinance. Questions or complaints may be directed to the Vice President for Academic Affairs, 2043 College Way, Forest Grove, OR 97116, 503-352-2215.

Safe Environment Policy

Pacific University's Rights and Responsibilities policy seeks to maintain conditions favorable to learning. Students have the right to pursue an education free from discrimination based on gender, religion, marital status, age, sexual orientation or handicap. Students have the responsibility to conduct themselves, both individually and in groups, in a manner which promotes an atmosphere conducive to teaching, studying and learning. This policy is described in detail in *Pacific University Professional Programs Course Catalog*.

Students with Disabilities

Services and accommodations are available to students covered under the Americans with Disabilities Act. The University requires appropriate documentation of a disability in order to enable students to meet academic standard. Students who require accommodations in any course must contact the

Director of Learning Support Services for Students with Disabilities, who will meet with the student, review the documentation of the disability, and discuss the services Pacific offers and any accommodations required for specific courses. It is extremely important that students begin this process at the beginning of the semester. Students are encouraged to work with faculty proactively in developing strategies for accommodation. This policy is described in the *Pacific University Professional Programs Course Catalog*.

CHAPTER III: STUDENT REQUIREMENTS

Basic Life Support Training

All students in the AuD program are required to complete basic life support (BLS) training during their first academic semester. A BLS training session through the College of Health Professions will be scheduled by the School of Audiology administration. It is each student's responsibility to provide documented proof of completion of the BLS training to the Manager of Administrative Services. Each student will be responsible for the cost (\$25.00) of his/her two-year certification.

Bloodborne/Airborne Pathogens & Infection Control Training

All students in the AuD program are required to complete bloodborne/airborne pathogens exposure and infection control training during the first term of the AuD program. Completion of this training is required prior to practicum placements at clinical sites. Students may be required by a clinical site to complete additional on-site training.

Bloodborne/Airborne Pathogens Policy and Procedures

A puncture injury or a mucous membrane or non-intact skin exposure to blood/body fluids should be considered potentially infectious, regardless of the source. In the event of an accidental exposure to blood/body fluid, the site should immediately and thoroughly be washed with soap and water, or the eye/mucous membrane with water or saline. The incident should be reported to a supervisor, faculty member, or university authority. If the exposure occurs at a clinical site, the student should immediately notify his/her clinical supervisor and seek medical attention at that site. The student shall also report the incident to the Director of Clinical Education, who shall file an incident report with the Director of the School of Audiology.

A student who has experienced a puncture injury or a mucous membrane or non-intact skin exposure to blood/body fluids should immediately assess the level of risk for transmission of bloodborne pathogens. If exposure is considered **high risk** for transmission of HIV or Hepatitis B, the student should IMMEDIATELY (WITHIN TWO [2] HOURS) BE EVALUATED AT A HOSPITAL EMERGENCY DEPARTMENT.

If the student is uncertain whether injury warrants an Emergency Department visit, the student should:

- Call the Post Exposure Prophylaxis (PEP) hotline at: 888.448.4911
- Call an Emergency Department for advice
- Call the Student Health Center (during open hours) at: 503.352.2269.

WARNING – HIGH-RISK EXPOSURE: High-risk exposure requires immediate post-exposure prophylaxis treatment. Do not delay in seeking advice.

WARNING – SPILL CLEAN-UP: Do not attempt to clean up any spills of human blood or other potentially infectious body materials. Campus Public Safety (CPS), Custodial Staff, and Resident Directors have been trained for spill cleanups. For assistance dealing with spills of bodily fluids containing visible blood:

- During business hours, contact Custodial Staff at: 503.352.2213
- During non-business hours:
 - Contact Campus Public Safety at: 503.352.2230; or
 - Contact the Resident Director if the spill is in an on-campus housing area

Criminal Background Check

Before matriculating into the AuD program, students are required to complete a criminal background check through CertifiedBackground.com. CertifiedBackground.com is a background check service that allows students to purchase their own criminal background check. The results of the background check are posted to the CertifiedBackground.com secure Web site where the student, as well as the School of Audiology, can view the background check results.

To order your background check from www.CertifiedBackground.com, contact the Manager of Administrative Services for information and instructions. Note that international students will need to complete and pay for an additional international background check; more information on requirements for international students is available from www.CertifiedBackground.com.

- **WARNING – CRIMINAL BACKGROUND CHECK:** Findings on the criminal background check may prevent students from matriculating into or progressing through the AuD program. Additionally, findings on the criminal background check may prevent students from being eligible for licensure as an audiologist in the State of Oregon or in other States and Territories.

Health Insurance

All enrolled students at Pacific University are required to be covered by medical insurance. The University offers an insurance plan through Academic Health Plans to cover medical needs beyond the scope of services provided at the Student Health Center. At the beginning of each academic year, the Business Office bills all students for the yearly premium of the University Insurance Policy. You may waive this insurance by providing the Business Office with information of other health insurance coverage (see waiver form in link below).

The Academic Health Plans policy has a \$100,000 Lifetime Maximum benefit with an option for an additional \$100,000 at a higher cost. Additional \$100,000 in coverage must be opted for at the beginning of each year. To review the medical coverage offered by Academic Health Plans, visit www.academichealthplans.com/pacificu/. Please check coverage and exclusion category carefully to determine if this policy meets your needs. For questions about coverage or to inquire about more comprehensive coverage, please call the University's local insurance representative, WSC Insurance, at 503-357-3154.

HIPAA/Privacy Training

The Health Insurance Portability and Accountability Act (HIPAA) regulates handling of protected health information (PHI) at all stages of healthcare delivery. All students in the AuD program are required to complete HIPAA training as part of clinical orientation. It is each student's responsibility to maintain documentation of completion of the required HIPAA training. Additional training on protecting confidential patient health records and information will be provided by the faculty. Students may be required by a clinical site to complete additional on-site training.

- **WARNING – CONFIDENTIALITY OF PHI:** Violation of the confidentiality of protected health information (PHI) can lead to disciplinary action, including dismissal from the program.

Immunizations

The following immunizations and titers are required before entering the AuD program:

- Measles/Mumps/Rubella (MMR) vaccine
- Tetanus-Diphtheria-Pertussis (Tdap) or Tetanus/Diphtheria (Td) in past 2 years

- Tuberculosis (TB) skin test
- Hepatitis B Virus (HBV) vaccine (series of 3 vaccines over 6 month period)
- Varicella (Chickenpox)

In addition, the following immunization is recommended:

- Hepatitis A (2 doses)

The University Health Services Center provides immunizations and TB screening on an appointment basis at a minimal cost. Students may also contact their county health agency or private physician.

Students are responsible for submitting the [Pacific University Health Profession and Immunization Form](#), with verification of immunizations and titers, to the Student Health Services by July 15, prior to the start of classes in mid-August. Students are required to sign for authorization to release vaccine-related information to the School of Audiology. Students should retain a copy of their immunization records and health form.

NIH Training

All students in the AuD program will be required to complete the National Institutes of Health's "Protecting Human Research Participants" online course, an instructional course and assessment which is used by many Institutional Review Boards (IRB) for training purposes. **All** investigators (both faculty and students) and faculty advisors at Pacific University who are listed on submitted proposals are required to have completed this online training regarding the protection of human subjects in research. All students in the AuD program are required to complete this training so that if and when they wish to participate in research, including for the completion of their capstone project, they will have completed the necessary requirements. Additionally, the training provides essential information about the protection of human research subjects, which is a core knowledge area in the study of research design and implementation. The link to the training can be found at:

<http://phrp.nihtraining.com/users/login.php>.

The training will normally be completed during or after AUD 580: Research Fundamentals, which is typically offered in the spring term of the first year of the program. The training must be completed prior to the beginning of the capstone projects at the start of the fall term of the second year of the program. The training requires approximately three hours total to complete, but does not have to be done all in one session. The training only needs to be completed once, even if the student participates in more than one research project involving human subjects. Upon the completion of the course, students must print a copy of the verification of completion and provide it to SOA Administration, where it will be kept on file. Students should also keep a copy for their own records.

Typhon Electronic Student Portfolio

All incoming audiology doctoral students will be required to set up an electronic portfolio through the Typhon Group's Allied Health Student Tracking (AHST) program. A one-time student license fee is required to be paid by each student directly to Typhon. Students are responsible for setting up their own portfolio and for data entry of clock hours, and associated de-identified patient demographics, obtained at their clinical sites. Training for use of Typhon will be scheduled at the beginning of the first term.

The following information will be tracked through Typhon:

- Student information
 - Health insurance
 - Immunizations

- Federal criminal background check
- Fingerprinting (if needed)
- Liability insurance
- Drug testing (if required by off-campus clinical site)
- Completion of training in:
 - Basic life support
 - Bloodborne/airborne pathogens and infection control
 - HIPAA
 - NIH “Protection of Human Research Participants”
- Clinical data
 - Clinical competencies
 - Clinical evaluations
 - Clinical clock hours
- Patient demographics
 - Patients’ age ranges
 - Patients’ ethnicity
 - Patients’ primary language
 - Patients’ severity of audiologic disorder

Additional Information

- **Drug Testing**

Some clinical site may require drug testing before students can begin a practicum at the site. If the site does not offer the drug testing, a drug testing package is available through CertifiedBackground.com for an additional fee. Visit www.BackgroundCheck.com for more information.

Drug testing is not required at this time for a State of Oregon audiology license. Please be advised that other states or territories in which a graduate of the AuD program elects to seek an audiology license may require drug testing as part of the application process. States or territories may also require drug testing for a license to work in the school systems. It is the student’s responsibility to obtain and provide drug testing results to the pertinent licensing agency if so required. A drug testing package is available through BackgroundCheck.com for an additional fee, unless otherwise directed by the licensing agency. Visit www.BackgroundCheck.com for more information.

- **WARNING – DRUG TESTING:** Findings on drug testing may prevent students from being placed at a practicum, internship, or externship site and/or from progressing through the program. Additionally, findings on the drug testing may prevent students from being eligible for licensure as an audiologist in the State of Oregon or in other States or Territories.

- **Fingerprints**

Fingerprints are not required at this time for a State of Oregon audiology license. Other states in which a graduate of the AuD program elects to seek an audiology license may require fingerprints as part of the application process. Many states require fingerprints for a license to work in the school systems. It is the student’s responsibility to obtain and provide fingerprints to a licensing or other entity if so required. Fingerprints may be obtained through BackgroundCheck.com for an additional fee, unless otherwise directed by the licensing agency. Visit www.BackgroundCheck.com for more information.

- **WARNING – FINGERPRINT CHECKS:** Findings on a fingerprint check may prevent students from progressing through the AuD program. Additionally, findings on the criminal background check may prevent students from being eligible for licensure as an audiologist in the State of Oregon or in other States and Territories.

- **Liability Insurance**
 Clinical sites may require a student to have liability insurance coverage. The following coverage is maintained by Pacific University for employees and students. Students are covered under this policy if they are participating in a clinical experience that is part of their program of study at Pacific University, including the practicum assignments, clinical internships, and clinical externships of the AuD program. Students may choose to purchase additional liability insurance.

COVERAGE	LIMITS OF LIABILITY
Professional Liability	\$1,000,000 per occurrence
Including Staff and Students	\$3,000,000 per year
General Liability	\$1,000,000 per occurrence
Premises	\$2,000,000 per year
Auto Non-Owned & Hired Liability	\$1,000,000 combined single limit
Excess Liability	\$6,000,000 per year
Workers Compensation	Statutory, Not including students

CHAPTER IV: PROGRAM OVERVIEW

The Doctor of Audiology (AuD) program curriculum places an emphasis on integration of knowledge, critical thinking, and utilization of evidence-based principles for the practice of audiology. The curriculum is carefully designed to facilitate and guide the student to achieve the didactic and clinical knowledge and skills required for independent practice as an audiologist.

Curriculum Overview

The AuD curriculum consists of 121 semester hours of didactic coursework and clinical practica. Students attend the program on a year-round basis, which is designed to be completed in nine consecutive semesters, including summer terms (i.e., in three years), with students starting in the fall semester. The program utilizes a modified block-design format, which allows the sequential delivery of the didactic courses, rather than the traditional method of teaching multiple courses at the same time over the course of a semester.

The first two years of the program are a blend of didactic coursework and clinical practica. Coursework in audiology and related areas (e.g., research design, interprofessional competence) is combined with a minimum of 1,820 hours of supervised clinical practicum experiences. The clinical practica are in a variety of practice settings, both on and off-campus, providing experiences that support and integrate with the classroom material. The third year is a one-year, culminating externship in an external practice setting, which is designed to refine and solidify students' clinical competencies at professional levels. Students will also complete an evidence-based capstone project as part of the curriculum, typically during the second year of the program.

Of note, students are not assigned letter grades in the program but, instead, are assessed on a pass/no pass basis, based on achievement of 85% or more of stated competencies. Students also work in groups for various didactic courses, labs, and examinations throughout their program, which has been found to foster a collaborative, team-based spirit, which is actively encouraged, and also enhance learning.

In addition to the audiology curriculum, students in the first year of the AuD program also participate in a year-long, interprofessional competency course and several interprofessional case conferences alongside other students in the College of Health Professions. These components develop the students' abilities to work in today's interprofessional health care environment and add an enriching and collegial experience to the curriculum.

The curriculum, semester by semester, can be found in the [Appendices](#). Course descriptions can also be found in the [Appendices](#).

Academic Advising

Students in the AuD program will be assigned to a faculty member for academic advising and to a clinical faculty member for clinical advising. Students will have the opportunity to meet with their advisors on an individual basis throughout the program. In addition, group advising sessions, both academically and clinically focused, will be scheduled to review various policies, procedures, and topics that are pertinent to the doctoral cohort as a whole. Students will also have the opportunity to schedule individual appointments with the Director of Academic Education and the Director of Clinical Education throughout the program. Further, the Director of the School of Audiology maintains an open-door policy for all students.

Essential Functions

The AuD degree is recognized as a broad-based, first professional degree requiring the acquisition of general knowledge in all applicable domains of audiology, and of the basic skills necessary for the practice of audiology. The education of an audiologist requires assimilation of knowledge, acquisition of skills, and development of judgment through patient care experiences in preparation for the independent and appropriate decisions required in practice. It is important to require minimum essential functions in order for graduates to provide competent, effective, safe, and professional patient care upon graduation from the program. Students in the AuD program are required to review and sign the Audiology Essential Functions document, which will be provided to them by the Graduate & Professional Admissions Office prior to matriculation into the AuD program. A copy of the Essential Functions document can be found in the [Appendices](#).

Knowledge and Skills

Students in the AuD program will be expected to meet a rigorous set of knowledge and skills outcomes to sufficiently demonstrate a breadth and depth of knowledge and clinical skills necessary for the practice of audiology. These knowledge and skills outcomes are listed in Chapter III of this Student Handbook. These knowledge and skills outcomes are consistent with the standards for the Certificate of Clinical Competence in Audiology (CCC-AUD) of the American Speech-Language-Hearing Association, and can be viewed at www.asha.org/Certification/2012-Audiology-Certification-Standards/.

Licensure and Certification

Students who complete the AuD degree program in the School of Audiology will have completed academic and pre-professional clinical requirements towards eligibility for the following licenses and certifications:

- State of Oregon Audiology License from the Oregon Board of Examiners for Speech-Language Pathology and Audiology. Note: Additional requirements must be met to qualify for licensure – see <http://www.oregon.gov/BSPA/licensing.shtml> for more information. It is the student's responsibility to research requirements for licensure.
- ABA Board Certification in Audiology from the American Board of Audiology (ABA). Note: Additional requirements must be met to qualify for ABA Board Certification – see <http://www.americanboardofaudiology.org/index.html> for more information. It is the student's responsibility to research requirements for certification.
- ASHA Certificate of Clinical Competence in Audiology (CCC-AUD) from the American Speech-Language-Hearing Association (ASHA). Note: Additional requirements must be met to qualify for ASHA Certification – see <http://www.asha.org/Certification/2012-Audiology-Certification-Standards/> for more information. It is the student's responsibility to research requirements for certification.
- Audiology licensure issued by other States and Territories. Note: Additional requirements must be met to qualify for licensure, and those requirements vary considerably across States and Territories. It is the student's responsibility to research requirements for licensure in other States and Territories.

Program Accreditation

Pacific University' Doctor of Audiology (AuD) degree program was awarded candidacy accreditation as a new program by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) in July 2012. See www.asha.org/academic/accreditation/ for more information on accreditation.

CAA Complaint Procedure

As required by the CAA, information on the complaint process is provided. A complaint about any CAA accredited program or program in CAA candidacy status may be submitted to the CAA by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

Complaints about programs must meet the following criteria:

- a) Be against a CAA accredited program or program in CAA candidacy status in audiology and/or speech language pathology;
- b) Relate to the CAA's Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech Language Pathology;
- c) Clearly describe the specific nature of the conduct being complained about, which must have occurred at least in part within 5 years of the date the complaint is filed, the relationship of the complaint to the CAA accreditation standards, and provide supporting data for the charge.

Further, complaints must meet the following submission requirements:

- a) Include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA;
- b) Include the complainant's name, address and telephone contact information, and the complainant's relationship to the program in order for the CAA office staff to verify the source of the information;
- c) Be signed and submitted in writing via U.S. mail, overnight courier, or hand-delivery to the following address; note that complaints will not be accepted by email or facsimile:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

More information on the CAA complaint procedure is available at:

<http://www.asha.org/academic/accreditation/accredmanual/section8/>.

CHAPTER V: CODES OF ACADEMIC AND PROFESSIONAL CONDUCT

Academic and Professional Conduct

Professional behavior is vital to the success of each student in the AuD program. The process of becoming an effective audiologist involves attaining competency, not only in knowledge and skills, but in professional behavior as well. Professional behaviors essential for success in both the classroom and the clinical arena are demonstrated through a variety of attributes, such as commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive feedback, problem solving, professionalism 24/7, responsibility, critical thinking, and stress management.

The following behaviors are expected while enrolled in the AuD program and while representing the University and its Schools and Colleges.

- **Attitude:** Students are expected to possess personal qualities of integrity, honesty, dedication, responsibility, and strong ethical values; recognize the worth and dignity of all persons; and demonstrate sensitivity to others and a positive outlook. Students are expected to work cooperatively with others; participate and share information; treat faculty and staff, peers, students and mentors with respect; display a willingness to learn and accept constructive criticism; be punctual; and demonstrate behavior that contributes to a positive learning environment.
- **Attendance:** Students are expected to attend all classes unless excused by the instructor. Grades can be lowered by unexcused absences and/or lateness.
- **Ability to work with others:** Cooperation and collegiality are required to be an effective professional. Students are therefore expected to cooperate, participate, share information, and show respect for others while enrolled in the program.
- **Ability to work independently:** Initiative, perseverance, and self-discipline provide the foundation for professional excellence. Students are expected to initiate and pursue study independently and to accept responsibility for their own learning.
- **Appearance:** Students are expected to observe professional guidelines for appropriate dress and hygiene.
- **Research:** Students are required to abide by the ethical principles of research with human participants as defined by the American Psychological Association.
- **Citizenship:** Students are expected to display those attributes expected of a member of a learned profession; demonstrate social awareness and a sense of social responsibility; and exemplify good citizenship in all social and community interactions.
- **University rules and policies:** Students are expected to follow all guidelines set forth by Pacific University including those concerning smoking, parking, and alcohol use on campus.

Professional behavior will be assessed throughout the AuD program. To facilitate development of competency in professional behaviors, academic and clinical faculty provide formal and informal feedback to all students regarding behavior and expectations. Students are encouraged to recognize the importance of self-assessment in their development as students and professional audiologists and to also seek feedback from fellow students, clinical educators, and faculty.

Ethical Conduct

Students in the AuD program are expected to conduct themselves according to a high professional ethical standard. The principles of the codes of ethics of the American Academy of Audiology and the American Speech-Language-Hearing Association (ASHA) will be addressed throughout the program, both

in didactic courses and in clinical activities. Students in the AuD program should become well acquainted with the code of ethics of both organizations so that the judgments and decisions made as an audiology doctoral student form a solid ethical foundation for future practice as an audiologist. The complete codes of ethics for both of these organizations can be found in the [Appendices](#). In summary, the principles are:

American Academy of Audiology – Code of Ethics Principles:

- **PRINCIPLE 1:** Members shall provide professional services and conduct research with honesty and compassion, and shall respect the dignity, worth, and rights of those served.
- **PRINCIPLE 2:** Members shall maintain high standards of professional competence in rendering services.
- **PRINCIPLE 3:** Members shall maintain the confidentiality of the information and records of those receiving services or involved in research.
- **PRINCIPLE 4:** Members shall provide only services and products that are in the best interest of those served.
- **PRINCIPLE 5:** Members shall provide accurate information about the nature and management of communicative disorders and about the services and products offered.
- **PRINCIPLE 6:** Members shall comply with the ethical standards of the Academy with regard to public statements or publication.
- **PRINCIPLE 7:** Members shall honor their responsibilities to the public and to professional colleagues.
- **PRINCIPLE 8:** Members shall uphold the dignity of the profession and freely accept the Academy's self-imposed standards.

ASHA – Code of Ethics Principles:

- **Principle of Ethics I:** Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or participate in research and scholarly activities and shall treat animals involved in research in a humane manner.
- **Principles of Ethics II:** Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence.
- **Principles of Ethics III:** Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the professions, including dissemination of research findings and scholarly activities.
- **Principles of Ethics IV:** Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of allied professions. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and interprofessional relationships, and accept the professions' self-imposed standards.

Academic Honesty

Students in the AuD program are expected to protect the integrity of their work and maintain a high level of academic honesty. Cheating and plagiarism constitute serious academic offenses against academic honesty. Students involved in an act of academic dishonesty may receive a grade of No Pass for a course or block and may be dismissed from the program.

The School of Audiology is committed to instilling in its students the importance of personal and professional honor and integrity. In our position as a gatekeeper for the profession of audiology, we intend for our graduates to uphold and maintain the level of confidence and trust the public expects from audiologists as care providers. An audiologist maintains the highest principles of moral, ethical, and legal conduct. Upon accepting admission to the School of Audiology, each student agrees to abide by basic standards of honesty and academic integrity, which include but are not limited to:

- Acting with honesty and integrity in academic and professional activities. A student never represents the work of others as his/her own.
- Striving for professional competence.
- Fostering a positive environment for learning. A student will not interfere with or undermine other students' efforts to learn.
- Respecting the knowledge, skills, and values of audiologists, instructors, clinical supervisors, and other health professionals.
- Respecting the autonomy and dignity of fellow students, instructors, staff, other health care professionals, and patients.
- Promptness
- Respecting the time of patients, instructors, staff, and fellow students by being prompt in meeting their professional obligations.
- Seeking treatment for any personal impairment, including substance abuse, which could adversely impact patients, instructors, health providers, or other students.
- Promoting the good of every patient in a caring, compassionate, and confidential manner.
- Protecting the confidentiality of any medical, personal, academic, financial, or business information.

School administration handles discipline concerns and violations of the Standards of Professional Conduct. Violations may result in the probation, suspension, or dismissal of students from the program.

Violations of Codes of Academic and Professional Conduct

The School of Audiology assigns great importance to self-discipline, the ability to work with others, and the ability to conduct oneself in a professional manner. Violations of the Code of Academic and Professional Conduct can lead to disciplinary action and can result in the dismissal of the student from the AuD program at any time in the student's academic career. If such a violation occurs while a student is involved in a clinical practicum, the student may be removed from the practicum pending an investigation.

Any faculty member, instructor, or individual with direct knowledge of a student's alleged violation of the Code of Academic and Professional Conduct should notify the director of the School, who may notify and discuss the alleged violation with the student's academic and/or clinical advisor and/or the student's course instructor, depending on the nature of the alleged violation. If the situation is found to warrant further investigation, the Executive Dean of the College of Health Professions will be notified in writing (signed) of the alleged violation. The Executive Dean will convene a committee, composed of a faculty member from the College of Health Professions, a faculty member from another Pacific University professional program, and a student representative, to review allegations and recommend a resolution to the Executive Dean of the College of Health Professions who will make a final determination. Per University policy, that decision can be appealed to the University Standards and Appeals Board.

CHAPTER VI: ACADEMIC STANDARDS AND ASSESSMENT

Overview

The goal of the School of Audiology is to provide an educational experience through which students in the Doctor of Audiology (AuD) program may develop into confident, competent, and ethical audiologists. To assist students in meeting these requirements, students in the AuD program are expected to learn and practice appropriate professional and ethical behaviors. The School of Audiology reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them.

Agreement to abide by the policies and procedures of the School, along with those of the College of Health Professions and the University, is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their academic standing and may constitute grounds for probation or dismissal from the AuD program. Students must maintain good standing in the AuD program in order to be eligible for federally funded financial aid or University, College, or School scholarships.

Knowledge and Skills Outcomes

Students in the AuD program must complete a program of study that includes didactic knowledge and supervised clinical experiences sufficient in breadth and depth to achieve the following knowledge and skills outcomes (which are consistent with Audiology Certification Standard IV of the American Speech-Language-Hearing Association):

Standard IV-A: Foundations of Practice

1. Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology.
2. Genetics and associated syndromes related to hearing and balance.
3. Normal aspects of auditory physiology and behavior over the life span.
4. Normal development of speech and language.
5. Language and speech characteristics and their development across the life span.
6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment.
7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning.
8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems.
9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services.
10. Pathologies related to hearing and balance and their medical diagnosis and treatment.
11. Principles, methods, and applications of psychometrics.
12. Principles, methods, and applications of psychoacoustics.
13. Instrumentation and bioelectrical hazards.
14. Physical characteristics and measurement of electric and other nonacoustic stimuli.
15. Assistive technology.
16. Effects of cultural diversity and family systems on professional practice.
17. American Sign Language and other visual communication systems.

18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations.
19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates).
20. Health care and educational delivery systems.
21. Universal precautions and infectious/contagious diseases.
22. Oral and written forms of communication.
23. Principles, methods, and applications of acoustics (e.g., basic parameters of sound, principles of acoustics as related to speech sounds, sound/noise measurement and analysis, and calibration of audiometric equipment), as applicable to:
 - a. occupational and industrial environments.
 - b. community noise.
 - c. classroom and other educational environments.
 - d. workplace environments.
24. The use of instrumentation according to manufacturer's specifications and recommendations.
25. Determining whether instrumentation is in calibration according to accepted standards.
26. Principles and applications of counseling.
27. Use of interpreters and translators for both spoken and visual communication.
28. Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management.
29. Consultation with professionals in related and/or allied service areas.

Standard IV-B: Prevention and Identification

1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems.
2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs.
3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures.
4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures.
5. Educate individuals on potential causes and effects of vestibular loss.
6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services.

Standard IV-C: Assessment

1. Measuring and interpreting sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment.
2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems.
3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning.
4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral.

5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function.
6. Conducting and interpreting behavioral and/or electrophysiologic methods to assess balance and related systems.
7. Conducting and interpreting otoacoustic emissions and acoustic immittance (reflexes).
8. Evaluating auditory-related processing disorders.
9. Evaluating functional use of hearing.
10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan.
11. Referring to other professions, agencies, and/or consumer organizations.

Standard IV-D: Intervention (Treatment)

1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication.
2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following:
 - a. Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating the consumer and family/caregivers in the use of and adjustment to such technology.
 - b. Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use.
 - c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence.
 - d. Provision of comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems.
3. Determination of candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments.
4. Treatment and audiologic management of tinnitus.
5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans).
6. Management of the selection, purchase, installation, and evaluation of large-area amplification systems.
7. Evaluation of the efficacy of intervention (treatment) services.

Standard IV-E: Advocacy/Consultation

1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders.
2. Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services.
3. Identifying underserved populations and promoting access to care.

Standard IV-F: Education/Research/Administration

1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services.
2. Applying research findings in the provision of patient care (evidence-based practice).
3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence.
4. Administering clinical programs and providing supervision of professionals as well as support personnel.
5. Identifying internal programmatic needs and developing new programs.
6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies.

Academic Performance Standards

Good standing in the AuD program is defined as:

- Continued enrollment, with regular and prompt attendance
- Satisfactory academic progress, with demonstration of required knowledge and skills outcomes
- Satisfactory clinical progress, with demonstration of required knowledge and skills outcomes
- Behavior that leads to professional competence and positive interpersonal and professional relations
- Appropriate professional/ethical conduct and attitudes
- Adherence to policies and procedures

Progression of students in the AuD program toward achievement of programmatic outcomes is monitored frequently using various methods of assessment. Faculty instructors will evaluate academic performance, practicum skills, and professional behaviors demonstrated in university classes and clinical practica.

Students are assessed approximately every two weeks during the first two years of the curriculum. Summative examinations are administered at the end of each block of study, which are graded on a Pass/No Pass basis, with 85% or higher established for a grade of "Pass." A grade of less than 85% for a block of study is considered substandard and may not be used to fulfill the requirements for the AuD program. Students who do not achieve the necessary level of competency in a given area are provided opportunities for extended learning, during and/or immediately following each semester, as needed based on the scope and nature of the desired competency. Students are also required to take a cumulative examination at the conclusion of each year and a clinical competency examination during each summer term. Additional assessment tools may be used within or at the conclusion of each term or year. Further, students are assessed regularly throughout the final externship year.

The overall academic and clinical progress of each student is reviewed at the end of each grading period by School of Audiology faculty. A student who is not performing adequately will receive notification through verbal feedback, individual advisement, and/or written notification. To continue in the program, any substandard grade or performance must be rectified, either by taking the course again or through an independent "extended learning opportunity" contract with the course instructor.

Instructor Responsibilities

The School of Audiology expects that its instructors will design and teach courses that appropriately challenge students. From the beginning of the course, instructors will clearly communicate expectations regarding standards of performance and will explain how grades will be determined and assigned. It is

expected that students will receive feedback concerning their status during the course and that all graded work will be returned promptly.

Instructors in the School of Audiology will model and communicate expectations for exemplary professional behavior. Instructors will advise students when their academic performance or professional behavior is less than satisfactory as soon as that becomes apparent to the instructor.

Assignments and tests will be designed to allow a determination of students' conceptual understandings of course material and their ability to apply what they have learned in an authentic manner in a clinical setting. Instructors are responsible for judging the quality and accuracy of student work and assigning grades.

Instructors are expected to possess personal attributes of honesty, dedication, responsibility, and strong ethical values. They are expected to create a learning environment that is challenging, positive, and rewarding and that honors cultural differences and diversity. Instructors are expected to treat students and peers with respect and adhere to all Pacific University rules and guidelines, including those concerning smoking, parking, and alcohol use on campus.

Class Attendance Policies

Regular and prompt attendance is essential for success in the AuD program. Therefore, attendance at all scheduled instructional events (including but not limited to blocks, assignments, clinic sessions, affiliation assignments, experiential rotations, examinations, and re-examinations) is required. Absence from any scheduled instructional event is permitted only under the following conditions:

- Student illness when accompanied by a physician's note describing the illness.
- A personal emergency or emergency in the student's immediate family, such as death, hospitalization, or other emergency situation. In such cases, the student must contact the block coordinator or School administration who shall consider the request and determine whether an excused absence is warranted.
- Attendance at professional meetings, provided that the absence has been pre-approved at least two weeks in advance. The approval process is coordinated by School administration. If an absence from a scheduled examination or re-examination is excused, the student will be assessed at a time set by the block coordinator. Students with excused absences will be given the same examination opportunities as students who were present at the examination or re-examination. However, because the student could not participate in any group examinations which may be part of the examination process, the student will not be entitled to receive any applicable group points. Working with the student, the block coordinator will arrange for the student to take the examination as soon as possible following the student's return to school. Every effort should be made to schedule the makeup examination so that it does not jeopardize the student's performance on other scheduled examinations. The date and time of the makeup examination will be communicated to School administration and may or may not be scheduled for regular school hours.

Absence does not excuse a student from responsibility for meeting the requirements of the AuD program. If an absence from a scheduled examination is unexcused, the student will be required to attend a scheduled re-examination and pass the re-examination. If an absence from a scheduled re-examination is unexcused, the student will be required to attend a scheduled extended learning block, to be scheduled on a case-by-case basis in consultation with the School faculty and administration, and

be assessed on those competencies at that time. Excessive absences may result in dismissal from the AuD program.

Examination Schedule and Policies

The examination schedule detailed below will be adhered to unless otherwise approved by the Director of Academic Education and/or the Director of the School of Audiology. A schedule of examination start times will be provided to students well in advance. Unless specifically noted otherwise, these policies apply to all examinations in the SOA including: module examinations, group examinations, comprehensive examinations, group comprehensive examinations, re-examinations, extended learning examinations, or clinical examinations.

General Examination Policies

- Hats or other head dress should not be worn during examinations (unless in honor of a religious practice)
- Ear plugs may be used during examinations. Ear buds or headphones are prohibited.
- All electronic examinations must be taken through the Lockdown Browser tool. Disabling or otherwise altering the Lockdown Browser's functionality will be viewed as misconduct.
- No electronic devices other than the student's laptop are allowed in the examination area (unless otherwise noted by the instructor [e.g. calculator]).
- With the exception of the instructor and/or proctor(s), students may not communicate with anyone within or outside of the room during an examination.
- One student per testing area may use the restroom at any given time (for any exam type). The student should raise his/her hand and notify the proctor(s).
- Interpretation of examination questions is part of the learning and examination process. Students may request additional information or clarification during an examination; however, it will be up to the course instructor whether or not additional information can be provided. If the course instructor determines that clarification is appropriate, it will be provided to all students sitting for the examination (i.e., the instructor will make a general announcement to the class at large).
- Unless otherwise noted, personal property on or about the student's person during examinations is prohibited. Personal items must be stored in the student's locker during the examination.
- For emergency purposes only, cellular phones may be in the student's possession during an examination provided the device is turned off and stored out of sight. All other communication devices are prohibited during an examination. Any student found to have a cellular phone or other communication device turned on or in use during an examination will forfeit his/her right to complete the examination, to participate in the group examination, or to receive credit for either. Outside parties should be instructed to contact the School of Audiology directly in the event of an emergency during an examination period.

Individual Module Examination (IME) Policies ("Friday Exam")

- Individual Module Examinations (IME's) generally will be given on the last Friday of the module block beginning at 8:00am Examination location(s) will be communicated to the students prior to the beginning of the examination.
- Students should be in the examination area ready to begin by 7:55am (i.e., no notes or electronic study materials should be open and students should be logged into Lockdown Browser).
- Exams begin at 8:00am.
- No entry into the exam room after 8:10am will be permitted.

- Unexcused absence or tardiness will result in the student forfeiting the opportunity to participate in that examination.
- Students who are absent from an IME may forfeit the opportunity to participate in the group examination and may not be allowed to participate in any re-examination preparation offered.
- Scratch paper, if required for the examination, will be passed out by the proctor(s) after the examination has commenced. If scratch paper is not provided (i.e., not deemed necessary by the faculty), a student may request scratch paper for his/her own use. Any scratch paper used is to be turned in to the proctor prior to the student leaving the examination area.
- Upon completion of the IME, the student will close his/her laptop, leave it at his/her seat, and quietly exit the examination room.
- Upon leaving the examination room, students may access their lockers to get personal items, but all notes/materials should be left in the locker. The honor code is in effect to enforce this policy and students are expected to police their own behavior and that of their peers.
- Students may remain in the Audiology suite in the computer lab, break room, or laboratory space, however, out of respect for your classmates, no talking is permitted in these areas until after the examination is complete.
- Students are bound by the Code of Conduct and honor code to comply with the following guidelines:
 - Concepts from the examination may be discussed to gain a better understanding of examination topics
 - Specific questions from the examination should not be discussed with students outside of your assigned group
 - Refrain from accessing lecture notes or course materials to investigate answer to specific examination questions prior to the group examination. The intent of the group examination is to generate collegial discussion and debate and to learn from one another.
 - Refrain from trying to recall specific questions in order to create a question databank for future exams.
- Students who leave the Audiology suite area should plan to be back by 9:55am. The group examination will begin at 10:00am.

Group Module Examinations (GME) Policies (“Friday Group Exam”)

- Group Module Examinations (GME’s) will begin promptly at 10:00am.
- Absence from the assigned meeting space when the group examination begins forfeits the opportunity to participate and consequently to earn additional points.
- Inter-group talking is not permitted during the examinations. While we encourage intra-group discussion, please be mindful of the noise level and be respectful of other teams.
- Only one computer per group is allowed during GMEs. Access to any other electronic devices (unless specifically designated by the instructor) is prohibited. Once all group examinations are completed, the designated laptop can be retrieved by its rightful owner.
- Group members should notify a proctor to witness the submission of the group examination. Once the examination has been submitted, the laptop should be closed and left in the classroom until all examinations have been submitted. The students may leave the examination area quietly but may not wait in areas designated as breakout rooms (where other groups are completing their examinations).

Re-Examination Policies (“Monday Re-Exam”)

- A proctor will be provided during re-examination time.
- Students should be in the examination area (Audiology classroom) ready to begin by 7:55am. (i.e., no notes or electronic study materials should be open and students should be logged into Lockdown Browser).
- Re-examination period begins at 8:00am.
- Students should leave one empty seat between themselves and the next nearest student. If space limitations exist, the proctor(s) may assign seating in other areas.
- Upon completion of the re-examination, the student should raise his/her hand so that a proctor can come and witness the submission of the examination. After submission, the student may take his/her laptop and quietly leave the examination area.
- Students who wish to talk to one another or on their cell phones should leave the vicinity of the Audiology classroom.

Grading

The School of Audiology uses a Pass/No Pass system of recording student achievement. The faculty of the School has set the minimum standard of achievement for each student at 85%. Therefore, in order to receive a grade of Pass (designated as "P" on the transcript), a student must achieve a score of 85% or more in each block. For blocks which have both lecture and laboratory/clinical portions, both the lecture and laboratory/clinical portions must be passed at 85% or more in order to receive a grade of Pass for the block. A grade of Pass must be attained in each block in order to continue to the following block. Failure to achieve a score of 85% or more in a block may result in a grade of No Pass (designated as "N" on the transcript). A grade of No Pass may also be assigned for academic dishonesty, unprofessional conduct, unsatisfactory clinical progress, and unsafe clinical practice. Students who receive a No Pass grade in a block may be academically dismissed from the program.

Extended Learning Opportunity

If a student does not achieve 85% or more on any examination, then he or she must remediate that portion of the curriculum at a pre-designated time, be reassessed, and achieve a level of 85% or more in order to progress to the next block or academic section or year, as applicable. A grade of Incomplete (I) will appear on the student's transcript until the examination is successfully completed. Students who do not pass may be required to attend an in-class or an electronic review session. If a student does not successfully achieve the desired set of competencies following re-examination, the student will be required to attend an extended learning block at the end of the current semester, after which the student will be assessed again on those competencies. Duration, scheduling, and other requirements for all extended learning blocks will be determined by the block faculty in conjunction with School administration. Extended learning blocks are considered to be part of the regular educational process and as such, the School will not charge additional fees or tuition.

Incompletes

Instructors may issue a grade of Incomplete (I) if a student needs to complete an extended learning block (as described in the Extended Learning section above), or when health or other emergency reasons prevent the student from finishing all the requirements in the course. The instructor and the student will establish a deadline by which all work will be completed, but typically no later than:

- April 5 following Incompletes given for a Fall and/or Winter term
- September 5 for Incompletes given for a Spring term
- December 5 following Incompletes given for a Summer term

A grade of Incomplete (I) will appear on the student's transcript. If the agreed upon coursework is not completed in the period allotted and an extension has not been granted by School administration, the grade will be changed to No Pass (NP).

Grade Changes

Once a block grade has been submitted (electronically or by hand) to the Registrar, it is considered final and may be changed within two years of completing the block only in the case of recording, posting, or computation errors. The block coordinator must complete and submit a Grade Change Request form to the Director of the School of Audiology for approval.

Probation

Students who receive a grade of No Pass for three blocks during any semester of the first two years of the program, will be placed on academic probation. Students who successfully remediate all deficient blocks during the extended learning blocks will be removed from academic probation. Students may also be placed on academic probation based on failure to comply with School, College, or University rules and procedures or inappropriate professional or ethical conduct. Students on academic probation will be required to meet with their academic advisor on a schedule established jointly by the student and advisor. The advisor will work with the student to develop a student action plan that outlines the expectations of the student during the probationary period.

If a student receives a grade of No Pass on one or two extended learning blocks, and wishes to remain enrolled in the program, the student will be required to attend the block or portion of a block covered by the examination the next time it is offered. Such students are placed on academic probation as a result of receiving a grade of No Pass during any extended learning blocks. Criteria for progression through the curriculum will be determined as part of the terms of probation.

Dismissal

Students who receive a grade of No Pass in four blocks or who receive a grade of No Pass on three extended learning blocks during the first two years of the program, will be dismissed from the program. If a student is dismissed from the program, the student's status will be Withdrawal with "not in good academic standing" indicated.

In the event that the block in which the student received a grade of No Pass has been modified and/or is covered by more than one block in a revised curriculum, the School's Administration may require the student to complete and pass more than one block. Students are allowed to repeat a block only once after receiving a grade of No Pass during any extended learning block. Students who receive a grade of Incomplete on a reexamination that covers the material for which they received a grade of No Pass in the extended learning block will be required to withdraw from the program.

Student who are dismissed from the AuD program may apply for re-admission through the School's admissions application process.

Appeals Procedure

A student in the AuD program may appeal a decision of the School of Audiology related to academic standing in the AuD program by submitting a signed letter to the Executive Dean of the College of Health Professions within ten (10) business days of the decision. The appeal will be heard before a committee of five members convened by the Executive Dean. The committee will consist of a member from the faculty of the professional schools in the College, a faculty member from the School of Audiology outside of the student's own program, a faculty member selected by the student, and another student.

Any appeal of this committee's decision must be referred to the University Standards and Appeals Board.

CHAPTER VII: CLINICAL EDUCATION

Overview

The clinical component of the Doctor of Audiology (AuD) program is designed to give students multiple opportunities for practicum in various clinical settings in the community. Clinical practica are infused throughout the program each semester and provide opportunities for students to integrate and apply academic learning at progressively higher levels of performance and independence. Clinical sites include the School of Audiology's on-campus Pacific EarClinic¹ in addition to community-based audiology practice settings in hospitals, medical centers, medical clinics, private audiology practices, retirement communities, assisted living facilities, and a variety of other clinical sites serving individuals with audiologic needs.

Clinical Observation Hours

All students in the AuD program will complete 25 hours of audiologic observation during the first semester of the AuD program, regardless of prior observation experiences in communication sciences and disorders. The observation assignments will be made by the Director of Clinical Education.

Supervised Clinical Practice Hours ("Clock Hours")

Students in the AuD program must complete a minimum of 1,820 clock hours of supervised clinical experience in the practice of audiology. Students will be assigned to clinical practicum only after they have sufficient coursework to qualify for such experience, typically by the start of the spring semester of the first year of the program. Clock hours can be obtained only for the time during which the student is providing direct audiologic evaluation or treatment services for patients or the patient's family. Ancillary activities, such as researching amplification options, preparing for diagnostic and treatment sessions, and meetings with practicum supervisors, may not be counted as clock hours.

Clinical Populations

Students in the AuD program will have practicum experience with patient populations across the life span and from culturally and linguistically diverse populations, in addition to populations with various types and severities of communication disorders, differences, and disabilities.

Supervision

Students in the AuD program are supervised by audiologists who hold a valid audiology license in the state in which they practice. For the minimum 1,820 clock hours of supervised clinical experience required as part of the AuD program, students who wish to be eligible for the Certificate of Clinical Competence in Audiology (CCC-AUD) from the American Speech-Language-Hearing Association (ASHA) must be supervised by licensed audiologists who also hold the ASHA CCC-AUD. For clock hours above the 1,820 minimum and for students who do not wish to be eligible for the ASHA CCC-AUD, students may be supervised by licensed audiologists who may or may not hold ASHA certification or other certification, such as Board Certification in Audiology from the American Board of Audiology. The Director of Clinical Education will verify clinical supervisors' and preceptors' current state license in the state in which they practice, ASHA CCC-AUD with the ASHA Council on Clinical Certification, and other certification, such as ABA Board Certification in Audiology. A database of all clinical supervisors and their license and certification credentials will be maintained with the Typhon AHST service.

¹ See the Pacific EarClinic Handbook for information on policies and procedures specific to the School of Audiology's on-campus audiology clinic.

The nature and amount of clinical supervision are adjusted to the experience and ability of the student. Direct supervision must be in real time and must be no less than 25% of the student's total contact with each patient and must take place periodically throughout the practicum.

Placement of Students in Practicum Sites

Audiology doctoral student will complete a variety of clinical experiences in many different clinical settings. Students will be placed in clinical sites only when they have had the appropriate academic background in preparation for the site. Students will be expected to adhere to the rules and regulations regarding audiologic services that ensure the welfare of patients served at the site, including ethical practice and compliance with state and federal regulations.

The process of assigning students to clinical sites is the responsibility of the Director of Clinical Education. Students may **not** contact sites and arrange their own practicum, although students will have the opportunity to provide input regarding their clinical placements. In cases where the clinical site has an application and interview process for students, the Director of Clinical Education will inform students of the application process and timelines.

Transportation

Students in the AuD program are responsible for their own transportation to the University's Health Professions Campus in Hillsboro, Oregon, and to external clinical sites. If a student experiences difficulty arriving at the campus and/or external clinical sites on a timely basis, the result may be academic warning, probation, or dismissal from the program.

Professional Dress

Students in the AuD program are expected to abide by the dress code established by each clinical facility, including the Pacific EarClinic. In general, attire should be appropriate for the setting as well as the activity in which the student is involved.

- **Name Tags and Lab Coats:** It is also important that patients, families, visitors, and colleagues be able to easily identify students. Students will be provided with a name tag and are expected to wear this name tag during all clinical work. Additionally, students will be required to purchase a lab coat for wear during all clinical work at the Pacific EarClinic and at external clinical facilities if required by the facility. Lab coats will be ordered through the School of Audiology. Information on ordering will be provided during the SOA Orientation.

Evaluation of Practicum Site by Student

Students will complete an evaluation of the practicum site at the completion of each practicum. The evaluation will include descriptions of the clinical populations at the site and the types of clinical activities the student was engaged in. In addition, the student will have an opportunity to indicate their level of preparedness for the site, to describe what their impressions of the strengths and weaknesses of the experience, and to make additional comments regarding their experience at the site.

Evaluation of Clinical Skills – Scoring Rubric

Clinical skills are rated on a 6-point scale:

6	Clinical skill set at a near-professional to professional level in most all situations. Professional behavior at a professional level. Clinical skill set and professional behavior appropriate for the clinical externship year.
5	Clinical skill set at a near-professional level, with professional level clinical

	skills in many situations. Professional behavior at a professional level. Ready for the clinical externship, both clinically and professionally.
4	Clinical skill set at an independent level. Professional behavior at a near-professional level.
3	Clinical skill set evident. Professional behavior clearly evident and consistent, emerging at near-professional level.
2	Clinical skill set emerging. Professional behavior evident and consistent.
1	Clinical skill set not yet present. Professional behavior appropriate and emerging.

Evaluation of Clinical Skills

Students in the AuD program will have the opportunity to provide audiologic services to patients of all ages who present with a wide variety of audiologic needs. Students will demonstrate their clinical skill competencies through clinical practica, academic coursework, simulations, and laboratory activities. A student who is just beginning the clinical experience is expected to require more supervision and assistance than one with more experience. As students progress through the clinical levels, the expectations for independent clinical activity will increase. Students will be expected to have a broader base of knowledge to apply to the clinical setting, and to implement clinical strategies more independently, efficiently, and effectively.

Students in the AuD program will be evaluated on their clinical skills and professional behavior to the following guidelines, utilizing the scoring rubric shown above, according:

- a. **Clinical Observation Level/Year 1-Fall:** Students are expected to observe and critically analyze particular clinical skills and events, with directed guidance from the clinical supervisor, at a level appropriate to emerging clinical skills. Students are expected to evidence appropriate professional behavior with all parties involved throughout the observation experience. Students at this level are expected to earn ratings of 1 for clinical skills (i.e., “not yet present”).
- b. **Beginning Clinical Level I/Year 1-Spring:** Students are expected to evidence particular skills with frequent supervisory input and instruction. Students at this level are expected to need general and specific direction consisting of direct discussion and demonstration, with frequent repetition and further clarification of ideas. Students at these levels are expected to earn ratings of ‘1’, ‘2’, & ‘3’ for clinical skills. Students are expected to earn an average rating of ‘2’ for clinical skills and evidence an appropriate level of professional behavior.
- c. **Beginning Clinical Level II/Year 1-Summer:** Students are expected to be more independent in their planning and implementation of assessment tools and intervention activities, but skills are still emerging. Students at this level continue to need general direction and demonstration, but with less frequent repetition and/or clarification. Students at this level are expected to earn ratings of ‘2’ and ‘3’ for clinical skills. Students are expected to earn an average rating of ‘2’ for clinical skills and evidence an appropriate level of professional behavior.
- d. **Intermediate Clinical Levels /Year 2-Fall-Spring:** Students are expected to be increasingly more independent, even though their skills might lack some consistency and need refinement. At this level, students show initiative, are able to problem-solve, and perform competently with limited discussion. Students at these levels are expected to earn ratings of ‘2’, ‘3’, and ‘4’ for clinical skills. Students are expected to earn an average rating of ‘3’ for clinical skills and evidence an appropriate level of professional behavior.

- e. **Advanced Clinical Level/Year 2-Summer:** Students are expected to be quite independent and take the lead in problem-solving, showing initiative and performing competently. Clinical skills are more developed and consistent at this level. Students at this level are expected to earn ratings of 4 and 5 for clinical skills, although they may earn lower ratings in clinical situations that are new to the student (e.g., specialty areas, such as cochlear implants). Students are expected to earn an average of 4.5 for clinical skills, and evidence an appropriate level of professional behavior.
- f. **Professional Clinical Level/Year 3-Externship:** Students are expected to function essentially independently and take the lead in problem-solving, showing initiative and performing competently and consistently at a professional to near-professional level in most all clinical interactions, other than those involving the development of specialty skills (e.g., cochlear implants). Students at this level are expected to earn ratings of 5 and 6, although they may earn lower ratings in clinical situations that are new to the student (e.g., specialty areas, such as cochlear implants). Students are expected to earn an average of 5.5, and evidence an appropriate level of professional behavior.

Clinical Practicum Grading

Clinical practicum will be graded on a Pass/No Pass basis. During each semester that a student is involved in clinical practica, a midterm and final evaluation will be completed by their site clinical supervisor. Additional performance evaluations may be provided. Evaluations include competencies in the areas of: evaluation/diagnostic skills; intervention skills; preparedness, interaction, and personal qualities; and professionalism. Students must receive a course grade of Pass in order to complete the practicum course satisfactorily, earn clock hours, and meet clinical skill competencies. If a student does not earn a grade of Pass in the practicum course, they may not be able to progress in the program and a remediation plan will be developed. A copy of the Evaluation of Students in Clinical Practicum form is available in the [Appendices](#).

Clinical Remediation Policy and Procedure

Students who are experiencing difficulty acquiring and/or demonstrating satisfactory clinical skills will have the opportunity to have a structured and individualized clinical remediation program with intensive input from clinical faculty. The process for the remediation is as follows:

1. The need for clinical remediation will be identified by the scheduled midterm evaluation week. Students whose clinical performance is below expectations will be identified for remediation as soon as possible. An exception may occur if there is decreased performance after the midterm evaluation. Remediation will be recommended for any student earning below the required scores for their clinical level.
2. A meeting will be scheduled with the student and supervising faculty member and/or Director of Clinical Education to review the midterm evaluation and to discuss the need for a remediation plan. The site supervisor may also be involved in the meeting. The remediation procedure will be reviewed.
3. The student, supervisory faculty member and/or Director of Clinical Education will set up a remediation planning meeting within one week of the previous meeting. The site supervisor may also attend the meeting. The student may invite another student or faculty member to the meeting.

4. A formal remediation plan will be developed to address each area of concern and will include specific goals and objectives and an indication of the means and methods to be used. A timeline for meeting the goals and objectives will be included in the plan. The plan will be signed and dated by the student, supervisory faculty member, and the Director of Clinical Education.
5. The supervisory faculty member or the Director of Clinical Education and the student will meet weekly, or more often if necessary. The remediation meeting may take place at the clinic site or at the University. The purpose of the remediation meeting is to facilitate and monitor progress toward the stated goals and objectives.
6. If a student receives an overall final grade of No Pass for the clinical practicum, the student will not receive clock hours for the practicum and may not progress to the next level of clinical practicum. The remediation plan will include expectations and timelines for progression to the next clinical level.

Policy for Student Grievances in the Clinical Arena

In some cases, a student may disagree with a faculty member or clinical educator to the extent that the situation warrants communication and action to reach an optimal resolution. The following policies and procedures have been established to guide the students and clinical faculty members:

1. Students are encouraged to meet with the specific faculty member or clinical educator who is directly involved in the situation. The parties will discuss the concern and attempt to come to an agreement of the appropriate way to handle the situation. The student and/or faculty member or clinical educator may invite the Director of Academic Education or the Director of Clinical Education to this meeting, as appropriate to the situation.
2. If the issues are not able to be resolved at this level, the student should meet with the Director of Academic Education or the Director of Clinical Education, as appropriate to the situation, to share the concerns. The Director of Clinical Education and the student can then discuss the situation and attempt to come to an agreement of the appropriate way to resolve the situation.
3. In situations that are not resolved satisfactorily following the meeting with the Director of Academic Education or the Director of Clinical Education, a student may meet with the Director of the School of Audiology.
4. Students have the option to appeal any decisions made by the Director of the School of Audiology and/or the faculty and clinical educators of the School of Audiology by following the Appeals Procedures outlined in Chapter 2 of the College of Health Professions Student Handbook.

Appendix A: American Academy of Audiology Code of Ethics

CODE OF ETHICS OF THE AMERICAN ACADEMY OF AUDIOLOGY

PREAMBLE

The Code of Ethics of the American Academy of Audiology specifies professional standards that allow for the proper discharge of audiologists' responsibilities to those served, and that protect the integrity of the profession.

PRINCIPLE 1: Members shall provide professional services and conduct research with honesty and compassion, and shall respect the dignity, worth, and rights of those served.

Rule 1a: Individuals shall not limit the delivery of professional services on any basis that is unjustifiable or irrelevant to the need for the potential benefit from such services.

Rule 1b: Individuals shall not provide services except in a professional relationship, and shall not discriminate in the provision of services to individuals on the basis of sex, race, religion, national origin, sexual orientation, or general health.

PRINCIPLE 2: Members shall maintain high standards of professional competence in rendering services.

Rule 2a: Members shall provide only those professional services for which they are qualified by education and experience.

Rule 2b: Individuals shall use available resources, including referrals to other specialists, and shall not give or accept benefits or items of value for receiving or making referrals.

Rule 2c: Individuals shall exercise all reasonable precautions to avoid injury to persons in the delivery of professional services or execution of research.

Rule 2d: Individuals shall provide appropriate supervision and assume full responsibility for services delegated to supportive personnel. Individuals shall not delegate any service requiring professional competence to unqualified persons.

Rule 2e: Individuals shall not knowingly permit personnel under their direct or indirect supervision to engage in any practice that is a violation of the Code of Ethics.

Rule 2f: Individuals shall maintain professional competence, including participation in continuing education.

PRINCIPLE 3: Members shall maintain the confidentiality of the information and records of those receiving services or involved in research.

Rule 3a: Individuals shall not reveal to unauthorized persons any professional or personal information obtained from the person served professionally, unless required by law.

PRINCIPLE 4: Members shall provide only services and products that are in the best interest of those served.

Rule 4a: Individuals shall not exploit persons in the delivery of professional services.

Rule 4b: Individuals shall not charge for services not rendered.

Rule 4c: Individuals shall not participate in activities that constitute a conflict of professional interest.

Rule 4d: Individuals using investigational procedures with human participants or prospectively collecting research data from human participants shall obtain full informed consent from the participants or legal representatives. Members conducting research with human participants or animals shall follow accepted standards, such as those promulgated in the current Responsible Conduct of Research (current edition, 2009) by the U.S. Office of Research Integrity.

PRINCIPLE 5: Members shall provide accurate information about the nature and management of communicative disorders and about the services and products offered.

Rule 5a: Individuals shall provide persons served with the information a reasonable person would want to know about the nature and possible effects of services rendered, or products provided or research being conducted.

Rule 5b: Individuals may make a statement of prognosis, but shall not guarantee results, mislead, or misinform persons served or studied.

Rule 5c: Individuals shall conduct and report product-related research only according to accepted standards of research practice.

Rule 5d: Individuals shall not carry out teaching or research activities in a manner that constitutes an invasion of privacy, or that fails to inform persons fully about the nature and possible effects of these activities, affording all persons informed free choice of participation.

Rule 5e: Individuals shall maintain accurate documentation of services rendered according to accepted medical, legal and professional standards and requirements.

PRINCIPLE 6: Members shall comply with the ethical standards of the Academy with regard to public statements or publication.

Rule 6a: Individuals shall not misrepresent their educational degrees, training, credentials, or competence. Only degrees earned from regionally accredited institutions in which training was obtained in audiology, or a directly related discipline, may be used in public statements concerning professional services.

Rule 6b: Individuals' public statements about professional services, products, or research results shall not contain representations or claims that are false, misleading, or deceptive.

PRINCIPLE 7: Members shall honor their responsibilities to the public and to professional colleagues.

Rule 7a: Individuals shall not use professional or commercial affiliations in any way that would limit services to or mislead patients or colleagues.

Rule 7b: Individuals shall inform colleagues and the public in an objective manner consistent with professional standards about products and services they have developed or research they have conducted.

PRINCIPLE 8: Members shall uphold the dignity of the profession and freely accept the Academy's self-imposed standards.

Rule 8a: Individuals shall not violate these Principles and Rules, nor attempt to circumvent them.

Rule 8b: Individuals shall not engage in dishonesty or illegal conduct that adversely reflects on the profession.

Rule 8c: Individuals shall inform the Ethical Practice Board when there are reasons to believe that a member of the Academy may have violated the Code of Ethics.

Rule 8d: Individuals shall fully cooperate with reviews being conducted by the Ethical Practices Committee in any matter related to the Code of Ethics.

Appendix B: ASHA Code of Ethics



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Code of Ethics

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Available from www.asha.org/policy.

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Preamble

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose.

Every individual who is (a) a member of the American Speech-Language-Hearing Association, whether certified or not, (b) a nonmember holding the Certificate of Clinical Competence from the Association, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification shall abide by this Code of Ethics.

Any violation of the spirit and purpose of this Code shall be considered unethical. Failure to specify any particular responsibility or practice in this Code of Ethics shall not be construed as denial of the existence of such responsibilities or practices.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics as they relate to the responsibility to persons served, the public, speech-language pathologists, audiologists, and speech, language, and hearing scientists, and to the conduct of research and scholarly activities.

Principles of Ethics, aspirational and inspirational in nature, form the underlying moral basis for the Code of Ethics. Individuals shall observe these principles as affirmative obligations under all conditions of professional activity.

Rules of Ethics are specific statements of minimally acceptable professional conduct or of prohibitions and are applicable to all individuals.

Principle of Ethics I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

Rules of Ethics

- A. Individuals shall provide all services competently.
- B. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.
- D. Individuals shall not misrepresent the credentials of assistants, technicians, support personnel, students, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.

- F. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services to assistants, technicians, support personnel, or any other persons only if those services are appropriately supervised, realizing that the responsibility for client welfare remains with the certified individual.
- G. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession to students only if those services are appropriately supervised. The responsibility for client welfare remains with the certified individual.
- H. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.
- I. Individuals shall evaluate the effectiveness of services rendered and of products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- J. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.
- K. Individuals shall not provide clinical services solely by correspondence.
- L. Individuals may practice by telecommunication (e.g., telehealth/e-health), where not prohibited by law.
- M. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed, and they shall allow access to these records only when authorized or when required by law.
- N. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless doing so is necessary to protect the welfare of the person or of the community or is otherwise required by law.
- O. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.
- P. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if their participation is voluntary, without coercion, and with their informed consent.
- Q. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- R. Individuals shall not discontinue service to those they are serving without providing reasonable notice.

Principle of Ethics II

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

Rules of Ethics

- A. Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.
- B. Individuals shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their level of education, training, and experience.
- C. Individuals shall engage in lifelong learning to maintain and enhance professional competence and performance.
- D. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's competence, level of education, training, and experience.
- E. Individuals shall ensure that all equipment used to provide services or to conduct research and scholarly activities is in proper working order and is properly calibrated.

**Principle of Ethics
III**

Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the professions, including the dissemination of research findings and scholarly activities, and the promotion, marketing, and advertising of products and services.

Rules of Ethics

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.
- B. Individuals shall not participate in professional activities that constitute a conflict of interest.
- C. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal interest, financial or otherwise.
- D. Individuals shall not misrepresent research, diagnostic information, services rendered, results of services rendered, products dispensed, or the effects of products dispensed.
- E. Individuals shall not defraud or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants for services rendered, research conducted, or products dispensed.
- F. Individuals' statements to the public shall provide accurate information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.
- G. Individuals' statements to the public when advertising, announcing, and marketing their professional services; reporting research results; and promoting products shall adhere to professional standards and shall not contain misrepresentations.

Principle of Ethics IV

Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of other professions and disciplines.

Rules of Ethics

- A. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.
- B. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.
- C. Individuals shall not engage in dishonesty, fraud, deceit, or misrepresentation.
- D. Individuals shall not engage in any form of unlawful harassment, including sexual harassment or power abuse.
- E. Individuals shall not engage in any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- F. Individuals shall not engage in sexual activities with clients, students, or research participants over whom they exercise professional authority or power.
- G. Individuals shall assign credit only to those who have contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- H. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.
- I. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- J. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.
- K. Individuals shall not discriminate in their relationships with colleagues, students, and members of other professions and disciplines on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.
- L. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation, nor should the Code of Ethics be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- M. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.
- N. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.

Appendix C: Contract for Remediation of Expected Outcomes

**PACIFIC UNIVERSITY
SCHOOL OF AUDIOLOGY**

Contract for Remediation of Expected Knowledge and Skills Outcomes

Students in the Doctor of Audiology (AuD) program must achieve a level of mastery established by the faculty for designated knowledge and skills outcomes. Mastery is achieved when markers of competency are reached in related coursework and clinical activities.

Student _____

Instructor _____

Knowledge/Skill Competency _____

Class/Clinical Activity _____

The student named above has not successfully demonstrated the level of mastery required for the identified competency marker. The student and instructor agree to the following remedial activity:

Student Signature _____

Date _____

Instructor Signature _____

Date _____

**PACIFIC UNIVERSITY
SCHOOL OF AUDIOLOGY**



**ESSENTIAL FUNCTIONS FOR AUDIOLOGY EDUCATION:
ADMISSION AND RETENTION REQUIREMENTS
2013 – 2014**

INTRODUCTION

The Doctor of Audiology degree is recognized as a broad-based, first professional degree requiring the acquisition of general knowledge in all applicable domains of audiology, and of the basic skills necessary for the practice of audiology. The education of an audiologist requires assimilation of knowledge, acquisition of skills, and development of judgment through patient care experiences in preparation for the independent and appropriate decisions required in practice. An audiologist must have sufficient functional use of his/her senses of vision, hearing, equilibrium, exteroception (touch, temperature, and pain), and proprioception (position, movement, pressure, stereognosis, and vibratory) to carry out all of the activities listed below and in the program materials. Further, the practice of audiology emphasizes interprofessional collaboration among audiologists and other health care and education professionals, the patient, and the patient's family and caregivers. It is essential to require minimum essential functions in order for graduates to provide competent, effective, safe, and professional patient care upon graduation from the program.

POLICY

The Pacific University School of Audiology endeavors to select applicants who have the ability to become highly competent audiologists. The School of Audiology has the responsibility for the selection and evaluation of students; the design, implementation, and evaluation of its curriculum; and the determination of who should graduate from the program and be awarded a doctor of audiology degree. Admission and retention decisions are based on both satisfactory academic and clinical achievement and other non-academic, physical, cognitive, and behavioral factors that serve to ensure that the student can complete the academic, clinical, and essential functions of the academic program required for graduation. Thus, it is important that persons admitted possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice audiology. Failure to meet or maintain these essential functions may result in action, including, but not limited to dismissal from the program.

The School of Audiology, as part of Pacific University and the College of Health Professions, is committed to the principle of equal opportunity. It is the policy of Pacific University not to discriminate on the basis of race, color, creed, religious preference, national origin, gender, sexual orientation, age, marital status, physical or mental disability, or disabled veteran or Vietnam era veteran status, in admission and access to educational programs or activities, or treatment in employment, as required by Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, or any other classification protected under state or federal law, or city ordinance. When requested, the University will provide reasonable accommodation to otherwise qualified students with disabilities; however, the safety and welfare of patients shall never be put in jeopardy as a result of an effort to reasonably accommodate a student.

ESSENTIAL FUNCTIONS

The following essential functions of audiology education identify the requirements for admission, retention, and completion of the Doctor of Audiology degree program in Pacific University's School of Audiology. These functions refer to the abilities, aptitudes, and skills necessary for satisfactory mastery of the curriculum, and the professional attributes required of all students at graduation in the following areas: (1) Motor and Sensory-Observation Function, (2) Communication, (3) Intellect, (4) Ethical and Professional Behavior, and (5) Social Attributes.

(1) Motor and Sensory-Observation Function

The student must:

- a. Observe demonstrations and visual presentations in lectures, audiologic laboratories, and clinics.
- b. Have sufficient motor and sensory function to observe patients accurately and completely at a distance and close at hand, elicit information from them related to audiologic diagnostics and treatment, and identify a patient's normal and disordered communication and behavior related to hearing and balance.
- c. Have sufficient motor function, vision, hearing, touch, and dexterity to integrate and coordinate both gross and fine motor movements, hand/eye coordination, equilibrium and sensation, and execute movements required to provide audiologic care of patients, and effectively manage physical conditions in order to prevent impediments to appropriate services.
- d. Effectively manipulate equipment and instruments necessary to perform audiologic diagnostic tests and rehabilitation treatment, and patient-utilized equipment (e.g., durable medical equipment to include hearing aids, hearing assistance technology devices, etc.); and efficiently manipulate the diagnostic and treatment environment and materials without violation of diagnostic and treatment protocols and best practices.
- e. Visualize and identify anatomic structures; visualize and discriminate findings on imaging studies; discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests; and accurately monitor through both visual and auditory modalities, equipment and instrument displays and controls, including those of hearing instruments and clinical equipment, used for the diagnosis and treatment of patients and the conduct of laboratory assignments in the hearing and balance sciences and clinical audiology.
- f. See with measurable depth perception and in low-light conditions, and distinguish color variations and discern shades of black and white.
- g. Hear, understand, and accurately communicate verbally.
- h. Sit, bend, and reach while performing daily job functions, function in a structured environment for several hours, sustain necessary physical activity level required in classroom and clinical activities, and maneuver in small spaces (e.g., sound suites).
- i. Respond quickly to provide a safe environment for patients in emergency situations (e.g., fire, choking, etc.).

(2) Communication

The student must:

- a. Communicate effectively with patients, both verbally and auditorily, and effectively observe patients in order to elicit information, and perceive a patient's verbal and non-verbal communication.
- b. Effectively and efficiently describe patient behavior, test results, and related technical information (e.g., related to amplification, etc.).
- c. Communicate clearly, effectively, and sensitively with patients in both oral and written English.
- d. Write effectively, including making clear and legible handwritten notes in patient charts, and preparing appropriately written and referenced essays, research papers, and other classroom, laboratory, and clinical written assignments and patient documentation, reports, and scholarly papers as part of course work and clinical practice.
- e. Read at a level to comprehend curriculum and clinical content in doctoral-level audiology education.
- f. Be computer literate at a level to utilize computers effectively in classroom, laboratory, and clinical education, including accessing technology for clinical management (e.g., billing, charting, etc.).
- g. Communicate effectively and efficiently with other members of the health care team and the public in oral, written, and electronic form in a manner that enhances the dignity and image of the audiology profession.
- h. Perceive and demonstrate appropriate non-verbal communication for culture and context; modify communication style to meet the communication needs of patients, caregivers, and other persons served; and convey information accurately with relevance and cultural sensitivity.
- i. Recognize when a patient and/or family and caregivers do or do not understand written and/or verbal communication, and modify and adapt the communication appropriately.

(3) Intellect

The student must:

- a. Have sufficient intellectual abilities, including comprehension, retention, measurement, evaluation, reasoning, analysis, inference, integration, and synthesis, to meet curricular and clinical demands. The critical skill of problem solving requires each of these abilities.
- b. Possess sufficient intellectual capacity to collect and analyze complex audiologic data, patient history information and verbal information, and comprehend three dimensional relationships and the special relationships of structures, to interpret patient findings, recognized anomalies, reach logical conclusions, make sound clinical judgments, and make recommendations which improve patient care.
- c. Demonstrate the ability to identify complex problems and reach conclusions through reading and comprehension of technical materials, audiologic and medical information, and audiologic and medical texts and journals.
- d. Comprehend, analyze, and synthesize complex program content; utilize detailed written and verbal instruction to meet curricular and clinical demands; concentrate on task at hand amidst a variety of environmental distractions; and apply prior learning to new situations.
- e. Self-evaluate, identify, and communicate limits of one's own knowledge and skills related to appropriate professional levels and expectations, and identify and utilize resources in order to increase knowledge and skills to appropriate professional levels and expectations.

4) Ethical and Professional Behavior

The student must:

- a. Understand the basis and content of ethics in audiology, conduct his/herself in an ethical manner, and uphold professional ethics in audiology.
- b. Comply with established University and program policies and procedures, and abide by the laws and regulation pertaining to the practice of audiology in the jurisdiction in which professional activities are being conducted.
- c. Maintain accuracy and confidentiality of patient information by protecting medical, personal, academic, financial, or business information, and by respecting professional confidences.
- d. Foster a professional attitude and a positive environment for learning; work both independently and as team member; interact well with individuals, small groups, and large audiences; and establish sufficient rapport and maintain boundaries in order to effectively relate to fellow students, patients, health care professionals, supervisors, faculty, and staff.
- f. Present a professional appearance and demeanor.
- g. Manage one's realities in ways that do not restrict balanced services to patients, including having access to appropriate transportation to assigned, off-campus clinical/experiential and academic placements, which may be outside the Hillsboro and Portland areas and not accessible via public transportation, in order to allow full participation in the academic and clinical activities for the defined work day.

5) Social Attributes

The student must:

- a. Display mature, sensitive, effective, and culturally appropriate professional relationships by exhibiting attributes that include compassion, integrity, empathy, altruism, responsibility, tolerance, and concern.
- b. Possess the interpersonal skills necessary to interact in a positive and professional manner with people from all levels of society, cultural backgrounds, and belief systems; and provide care to all regardless of age, race, ethnicity, origin, physical or mental status, or other condition or status.
- c. Possess the emotional stability for full utilization of their intellectual capacity, to exercise sound judgment and complete all responsibilities attendant to the audiologic diagnosis and treatment of patients; and possess the necessary mechanisms to accept suggestions and criticism and respond in appropriately through modification of behavior.
- e. Manage the use of time effectively, organize tasks, set priorities, problem solve, and multitask at a sufficient level to complete professional, technical, and clinical tasks.
- d. Function effectively under stress and adapt to changing and demanding environments while maintaining both professional demeanor and emotional health.
- e. Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.

UNIVERSITY LEARNING SUPPORT SERVICES

Pacific University provides services and reasonable accommodations to students covered under the Americans with Disabilities Act. Additional information is available on the Pacific University Learning Support for Students with Disabilities (LSS) Web site, www.pacificu.edu/studentlife/lss. Students who require accommodations are strongly encouraged to contact the LSS office at 503.352.2107 or lss@pacificu.edu as soon as a potential service or accommodation is anticipated in order to determine and document the need for services and accommodations. Students who receive accommodations are strongly encouraged to discuss their needs with program administration, appropriate faculty, and adjunct clinical faculty preceptors.

PROGRAM-SPECIFIC INFORMATION

- A. Students admitted into Pacific University’s Doctor of Audiology degree program must satisfactorily complete a background check (coordinated by the program) and a drug test (coordinated by the program), and document required immunizations* prior to the start of classes in the first semester of the program. [*See the specific forms in the admissions packet; annual TB test required.]
- B. Students in Pacific University’s Doctor of Audiology degree program must complete various training, including but not limited to training on sexual harassment, blood borne pathogens, and the Health Insurance Portability and Accountability Act of 1996 (HIPAA), during the first semester of the program, and then annually.
- C. The Doctor of Audiology program consists of a modified block system and the blocks are administered on a Pass/No Pass basis. Pass is based on an 85% competency.
- D. Students in Pacific University’s Doctor of Audiology degree program must adhere to accepted professional and ethical standards of behavior, which will be evaluated throughout the program.
- E. Additionally, Pacific University’s School of Audiology may have additional procedures for students to complete upon admission to the program, and will have additional policies and procedures in place for all students to adhere to throughout the program.

ACKNOWLEDGEMENT

My signature below affirms that I have read and understand the above Essential Functions for Audiology Education at Pacific University and the program-specific information, that I agree with its content, that I am committed to the policies expressed therein, that I am able to perform all of the skills needed to satisfactorily complete the requirements for the program, and that I understand that I may be dismissed from the program should I fail to demonstrate these essential functions despite reasonable accommodation (if recommended by the Office of Learning Support Services) and reasonable levels of support from the program administration, faculty, and clinical supervisors.

Print Name

Sign Name

Date

Appendix E: Clinical Practicum – Scoring Rubric

**PACIFIC UNIVERSITY
SCHOOL OF AUDIOLOGY**

**Evaluation of Student in Clinical Practicum
Scoring Rubric**

	Skill	Student	Supervisor
6	Skill set at a near-professional to professional level in most all situations.	<ul style="list-style-type: none"> • Demonstrates excellent knowledge base • Consistently applies knowledge in routine and non-routine situations at a professional to near-professional level • Consistently and effectively analyzes and synthesizes information • Consults with supervisor as needed • Professional behavior at a professional level • Clinical skill set and professional behavior appropriate for residency 	<ul style="list-style-type: none"> • Has role of consultant and colleague • Occasional support in non-routine contexts
5	Skill set at near professional level, with professional level clinical skills in many situations	<ul style="list-style-type: none"> • Demonstrates good knowledge base • Consistently applies knowledge in routine and non-routine situations • Consistently analyzes and synthesizes information • Consults with supervisor as needed • Professional behavior at a professional level. • Ready for residency, both clinically and in terms of professional behavior 	<ul style="list-style-type: none"> • Has role of consultant • Occasional support in non-routine contexts
4	Skill set at independent level	<ul style="list-style-type: none"> • Demonstrates good knowledge base • Consistently applies knowledge in routine contexts • Usually applies knowledge in non-routine contexts • Usually analyzes and synthesizes information 	<ul style="list-style-type: none"> • Rarely needs to direct planning and implementation of sessions • Occasional support in non-routine contexts

		<ul style="list-style-type: none"> • Takes lead in joint problem-solving with supervisor • Professional behavior at a near-professional level 	
3	Skill set evident	<ul style="list-style-type: none"> • Demonstrates adequate knowledge base • Usually applies knowledge in routine contexts • Occasionally applies knowledge in non-routine contexts • Demonstrates some ability to analyze and synthesize information • Jointly problem solves with supervisor • Professional behavior clearly evident and consistent, emerging at near-professional level 	<ul style="list-style-type: none"> • Occasionally directs planning and implementation of sessions • Occasional support and direction needed in routine situations; frequent support in non-routine contexts
2	Skill set emerging	<ul style="list-style-type: none"> • Demonstrates some knowledge and/or • Beginning to apply knowledge • Needs general direction with frequent repetition • Professional behavior evident and consistent 	<ul style="list-style-type: none"> • Directs planning and implementation of sessions • Frequent support and direction needed in routine situations
1	Skill set not yet present	<ul style="list-style-type: none"> • Lacks knowledge base or • Or unable to apply knowledge • Professional behavior appropriate and emerging 	<ul style="list-style-type: none"> • Plans and implements sessions • Models skill for student on a regular basis

Appendix F: AuD Program – Curriculum

Doctor of Audiology Degree Program*

Class of 2016 Curriculum

*Sequence subject to adjustments during program.



YEAR 1: 2013 – 2014 (total credits: 39.0)

AUD #	FALL TERM	Credits	AUD #	SPRING TERM	Credits
500	Acoustics	1.5	570	Pediatric Foundations	1.5
530	Audiologic Test Battery I	1.5	501	Applied Hearing Science	1.5
531	Audiologic Test Battery II	1.5	573	Geriatrics I	1.5
510	Outer & Middle Ear	1.0	552	Amplification II	1.5
511	Sensorineural/Central Pathway	1.0	580	Research Fundamentals	1.0
512	Auditory Pathophysiology	1.5	550	Audiologic Rehabilitation	1.5
532	OAEs & Advanced Assessment	1.5	534	Evoked Potentials	1.5
551	Amplification I	1.5	590	Clinical Seminar	2.0
590	Clinical Seminar	2.0	592	Clinical Practicum	2.0
591	Clinical Observation	2.0	CHP511	Interprofessional Competence	0.5
CHP510	Interprofessional Competence	0.5			
<i>Total Term Credits</i>		15.5	<i>Total Term Credits</i>		14.5
			AUD #	SUMMER TERM	Credits
			533	Diagnostic/Intervention-Adult	1.0
			515	Vestibular I	1.5
			557	Implantable Devices	1.5
			555	Screening & Conservation	1.0
			590	Clinical Seminar	2.0
			592	Clinical Practicum	2.0
			<i>Total Term Credits</i>		9.0

YEAR 2: 2014 – 2015 (total credits: 44.5)

AUD #	FALL TERM	Credits	AUD #	SPRING TERM	Credits
535	Vestibular II	1.5	514	Auditory Processing Disorders	1.5
571	Pediatric Assessment	1.5	572	Pediatric Intervention	1.5
574	Geriatrics II	1.0	513	Pharmacology & Ototoxicity	1.0
553	Counseling in Audiology	1.0	576	Special Populations	1.0
581	Capstone Project	0.5	581	Capstone Project	0.5
690	Advanced Clinical Seminar	2.0	690	Advanced Clinical Seminar	2.0
691	Clinical Internship (section 1)	5.0	691	Clinical Internship (section 1)	5.0
691	Clinical Internship (section 2)	5.0	691	Clinical Internship (section 2)	5.0
<i>Total Term Credits</i>		17.5	<i>Total Term Credits</i>		17.5
			AUD #	SUMMER TERM	Credits
			578	Differential Diagnosis	1.0
			585	Professional Issues & Ethics	1.0
			586	Practice Management	2.0
			690	Advanced Clinical Seminar	2.0
			691	Clinical Internship	5.0
			<i>Total Term Credits</i>		11.0

YEAR 3: 2015 – 2016 (total credits: 36.0)

AUD #	FALL TERM	Credits	AUD #	SPRING TERM	Credits
790	Clinical Externship Seminar	2.0	790	Clinical Externship Seminar	2.0
791	Clinical Externship	10.0	791	Clinical Externship	10.0
<i>Total Term Credits</i>		12.0	<i>Total Term Credits</i>		12.0
			AUD #	SUMMER TERM	Credits
			790	Clinical Externship Seminar	2.0
			791	Clinical Externship	10.0
			<i>Total Term Credits</i>		12.0

Total Credits in Doctor of Audiology Degree Program	121
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Appendix G: AuD Degree Program – Course Descriptions

AuD Degree Program – Course Descriptions:

AUD 500-Acoustics

Study of basic acoustics, including basic waves, impedance, complex sounds, speech acoustics, and decibels. 1.5 credits.

AUD 501-Applied Hearing Science

Study of perceptual aspects of sound, including an introduction to speech perception. 1.5 credits.

AUD 510-Outer & Middle Ear

Study of the anatomy and physiology of the outer and middle ear. 1.0 credit.

AUD 511-Sensorineural/Central Pathway

Study of the anatomy and physiology of the inner ear, VIII Nerve, and central auditory pathways. 1.0 credit.

AUD 512-Auditory Pathophysiology

Study of basic pathophysiologies of the auditory system, with a focus on basic diagnostics through case study presentations. 1.5 credits.

AUD 513-Pharmacology & Ototoxicity

Study of pharmacological and ototoxicity effects on the auditory system. 1.0 credit.

AUD 514-Auditory Processing Disorders

Study of diagnosis and treatment of central auditory processing disorders. 1.5 credits.

AUD 515-Vestibular I

Study of the anatomy and physiology of the vestibular system and introduction to bedside and other basic evaluation techniques. 1.5 credits

AUD 530-Audiologic Test Battery I

Study of basic audiologic diagnostic concepts. Development of knowledge and skills in completing case history interview, otoscopy, pure tone audiometry, and masking. 1.5 credits.

AUD 531-Audiologic Test Battery II

Study of advanced audiologic diagnostic skills. Development of knowledge and skills in completing speech audiometry, tympanometry, acoustic reflex tests, integration of test results, and report writing. 1.5 credits.

AUD 532-OAEs & Advanced Assessment

Development of knowledge and skills in evaluating otoacoustic emissions (OAEs). Advanced study of the design of examination protocols and integration of test results. 1.5 credits.

AUD 533-Diagnostic/Intervention-Adult

Introduction to differential diagnosis and medical and non-medical means of intervention for adults. 1 credit.

AUD 534-Evoked Potentials

Development of knowledge and skills in completing evoked potential assessment, including ABR, ASSR, MLR, LLR, P300, and MMN. 1.5 credits.

AUD 535-Vestibular II

Study of advanced vestibular assessment techniques, integration of test results, interprofessional collaboration, and vestibular rehabilitation. 1.5 credits.

AUD 550-Audiologic Rehabilitation

Study of basic communication models and communication breakdowns resulting from hearing loss. Development of knowledge and skills in assessing communication problems, conversation management, and non-amplification intervention strategies. 1.5 credits.

AUD 551-Amplification I

Study of basic amplification systems technology. Development of skills and knowledge for determining candidacy for amplification, selection and fitting of amplification systems, and measurement of outcomes. 1.5 credits.

AUD 552-Amplification II

Study of advanced amplification technologies, fitting strategies, and patient outcome assessments, including real ear measures. 1.5 credits.

AUD 553-Counseling in Audiology

Study of counseling as applied to the practice of audiology, with emphasis on case-based study. 1.0 credit.

AUD 555-Screening & Conservation

Study of the deleterious effects of noise on humans. Study of environmental noise analysis and the development and implementation of hearing screening and hearing conservation plans. 1 credit.

AUD 557-Implantable Devices

Study of implantable amplification devices, such as cochlear implants, middle ear implants, and brainstem implants. 1.5 credits.

AUD 570-Pediatric Foundations

Overview of embryology and genetics. Review of speech and language development and disorders. 1.5 credits.

AUD 571-Pediatric Assessment

Development of the knowledge and skills for behavioral and electrophysiological assessment techniques with pediatric patients. Study of auditory system disorders commonly encountered in pediatric patients. 1.5 credits.

AUD 572-Pediatric Intervention

Development of knowledge and skills for intervention strategies with pediatric patients, including FM systems and assistive listening devices, audiologic (re)habilitation, and the applications of amplification technology and cochlear implants to pediatric patients. Includes the study of issues relating to family dynamics and educational audiology. 1.5 credits.

AUD 573-Geriatrics I

Study of aging theory, multi-sensory disabilities, and relevant pathologies in geriatric patients. Development of knowledge and skills in modifications of standard assessment and intervention techniques with geriatric patients. 1.5 credits.

AUD 574-Geriatrics II

Continued development of knowledge and skills related to working with geriatric populations, with an emphasis on audiologic assessment, counseling, and intervention. 1 credit.

AUD 576-Special Populations

Study of the provision of audiologic services for special-needs populations and for culturally and ethnically diverse populations. 1 credit.

AUD 578-Differential Diagnosis

Study of evidence-based, clinical decision-making consistent with the patient-management model as the foundation upon which differential diagnoses are made. Case studies will be used to teach the clinical thinking and decision-making process and to integrate information in determining a working diagnosis. 1 credit.

AUD 580-Research Fundamentals

Introduction to concepts in research design and methodology. Study of applications of research to clinical practice and evidence-based practice. 1.0 credit.

AUD 581-Capstone Project

Participation in and completion of a team-based, evidence-based, clinically relevant project. 0.5 credits. Taken twice for a total of 1 credit.

AUD 585-Professional Issues & Ethics

Study of legal and ethical issues in clinical practice, regulatory aspects of clinical practice, and interprofessional relationships. 1 credit.

AUD 586-Practice Management

Study of private practice in audiology, and the development and implementation of business plans for a practice. 2 credits.

AUD 590-Clinical Seminar

Weekly seminar for all Year 1 AuD students. Emphasis on practicing basic skills and integrating class work with clinical experiences. Includes individual and team-based case studies, discussions, and presentations. 2 credits. Taken three times for a total of 6 credits.

AUD 591-Clinical Observation

Guided observation activities at approved clinical sites, which may include the on-campus Pacific EarClinic and/or off-campus sites. Experiences obtained during the clinical observation course will provide the basis for discussion and reflection in AUD 590-Clinical Seminar. Students will complete a minimum of 25 observation hours prior to clinical practicum assignments. 2 credits.

AUD 592-Clinical Practicum

Supervised clinical practicum at approved clinical sites, which may include the on-campus Pacific EarClinic and/or off-campus sites. 2 credits. Taken twice for a total of 4 credits.

AUD 690-Advanced Clinical Seminar

Weekly seminar for all Year 2 AuD students. Focus on integrating class work with clinical experiences. Includes individual and team-based case studies, discussions, and presentations. 2 credits. Taken three times for a total of 6 credits.

AUD 691-Clinical Internship

Supervised, advanced clinical practicum at approved clinical sites, which may include the on-campus Pacific EarClinic and/or off-campus sites. 5 credits. Taken five times for a total of 25 credits.

AUD 790-Clinical Externship Seminar

Weekly seminar among students participating in AUD 791-Clinical Externship. Focus on the integration of practical knowledge and the application of theories, models, and techniques from preceding courses, applying these to specific operational issues in audiologic practice. Includes discussion of case studies, interprofessional health care management, professionalism, and ethical and regulatory issues. 2 credits. Taken three times for a total of 6 credits.

AUD 791-Clinical Externship

Full-time, 12-months, supervised clinical placement at an off-campus clinical site. 10 credits. Taken three times for a total of 30 credits.

Appendix H: Pacific University – FERPA/Privacy Rights Procedures

PACIFIC UNIVERSITY INSTITUTIONAL PROCEDURES REGARDING THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Pacific University, in accordance with the regulations of the Family Rights & Privacy Act, uses the following guidelines/procedures in handling Student Records:

A. **STUDENT ACCESS TO RECORDS.** Students are allowed access to all personally identifiable records in accordance with the Pacific University Policy of Privacy Rights of Students, hereinafter referred to as "The Policy"(Appendix 1). Students may be asked to provide identification, e.g. student body id card, drivers license etc. in order to ensure proper release of information. It is recommended that students be informed of this at the time they request the information. Important note: "access" does not necessarily mean "a copy" of a student record. In accordance with FERPA guidelines institutions must allow students the ability to view records, but are not required to provide a copy of such records, unless the denial of a copy results in denial of access. Such "holds" on records are defined within the Policy.

B. **SCHOOL OFFICIALS ACCESS TO/CUSTODY OF STUDENT RECORDS.** All school officials as defined in the Policy are expected to manage student records in their custody in accordance with all FERPA regulations (see Guidelines, Appendix 2). To receive access to student records school officials (including work study student personnel) must receive a copy of these procedures, a copy of the Policy, and remain current regarding any FERPA modifications. All school officials, including work study students requesting access to student records (including electronic student records) must adhere to the requirements stipulated within the Pacific University Network Access and Acceptable Use Policy (Appendix 3) and/or Pacific University Employee Statement of Understanding of the Family Educational Rights and Privacy Act (Appendix 4) as signified by their signature on the agreement (s). FERPA information sessions are required for all new full-time school officials having access to student records, and as a regular part of orientation programs for those school officials.

Any school official failing to provide necessary security of student records as stipulated may be denied further access to student records until adequate security can be guaranteed.

Proper custody of student records includes but is not limited to

1. Keeping all student records in a secure environment when the school official is not present.
2. Keeping student records inaccessible to third parties without student consent by:
 - a. not leaving student records on tables, desks or in other areas open to third parties
 - b. securing computer screens so that third parties do not have access to student information
 - c. posting student grades, satisfactory progress or other student records only as designated by these guidelines.

C. **RELEASE OF STUDENT INFORMATION TO PARTIES OTHER THAN THE STUDENT OR SCHOOL OFFICIALS.** Pacific University will not release student information without the written consent of the student unless specifically allowed according to FERPA regulations. All student requests for release of information must be in writing, dated, and must include:

1. Purpose of the release
2. Specific information to be released
3. Specific parties to whom the information is to be released
4. The student's signature

Telephone requests will not be honored unless they fall within the definition of "emergency" as allowed by FERPA regulations. FAX requests for release of information are allowed under FERPA regulations.

In most cases all requests for release of information will be routed to the Registrar's Office. Parties to whom personally identifiable information is released as a general rule, are not permitted to disclose the information to others without the written consent of the student, and must be informed of that restriction in writing at the time they receive the information. The official wording of this notification will be as follows:

"The attached information has been forwarded to you at the request of the student with the understanding that it will not be released to other parties. The Family Educational Rights and Privacy Act of 1974, as amended, prohibits release of this information without the student's written consent. Please return this material to us if you are unable to comply with this condition of release."

D. TELEPHONE REQUESTS FOR INFORMATION. Personally identifiable information may be released to the student via telephone only if the school official is certain that the party requesting the information is indeed the student. In order to insure record security, the school official must ask ALL of the following:

- a. Student's complete name while in attendance
- b. Student's Social Security Number
- c. Student's date of birth
- d. Student's dates of attendance at Pacific University.

If the school official receiving the request cannot verify this information, then verification from the Registrar's Office must be secured prior to release of information.

E. PUBLIC POSTING OF STUDENT GRADES. FERPA regulations clearly state that the public posting of grades either by the student's name, institutional student identification number, or social security number without the student's written permission is a violation. In order to post grades, an instructor must either obtain the student's uncoerced written permission to do so or by using code words or randomly assigned numbers that only the instructor and individual student know.

F. LETTERS OF RECOMMENDATION. Pacific University school officials are encouraged to support students in their efforts to attend graduate school, apply for scholarship programs, or seek professional employment. In order to submit letters of recommendation in accordance with FERPA regulations, school officials must request that students submit a "Consent For Release of Information"(Appendix 5) or its equivalent prior to providing student information to third parties. This consent for release shall be maintained by the appropriate school official in accordance with the maintenance guidelines.

G. RELEASE OF INFORMATION TO STUDENT RELATIVES, SIGNIFICANT OTHERS. Pacific University does not release personally identifiable information to student's relatives or significant others without written permission from the student unless specifically authorized by FERPA regulations. Parents of dependent students do not receive access to student's records solely on that basis without the student's written consent. The exception to this is account receivable information.

H. RELEASE OF DIRECTORY INFORMATION. Pacific University has defined the following categories as "Directory Information", that is, information not considered harmful or an invasion of privacy if disclosed: student name, permanent address, local address, temporary address, electronic mail address, telephone number, dates of attendance, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, these titles/topics, photograph, full-time/part-time status.

Pacific University has chosen not to release Directory Information, as defined in the Policy, to parties outside the University. Exceptions to this guideline include but are not limited to Deans Lists, Academic or Athletic Honors/Awards or programs, or information to hometown newspapers of students attending the university. Directory Information for use within the university is permitted in accordance with FERPA guidelines; however disclosure within the university does not constitute institutional authorization to transmit, share, or disclose any or all information received to a third party.

1. Offices receiving requests for directory information from outside the university should forward such requests to the Registrar's Office.
2. No lists of students will be given to parties outside the University.
3. Requests for directory lists by Pacific University individuals or groups should be addressed to the Registrars Office, and if approved, such information will be given the Pacific University employee responsible for the maintenance of the record.
4. Student directories may be distributed by the University Colleges/Schools; such directories will not include the student's phone number or address.

I. HOLDING OF DIRECTORY INFORMATION. In accordance with FERPA guidelines and University Policy, students may withhold the release of directory information. Such "holds" refer to all information regarding the student's attendance at Pacific University, and are binding for all information except that

necessary for educational purposes released to school officials. All requests for directory holds must be in writing and submitted to the Registrar's Office, which is the sole office authorized to maintain directory holds. Although the initial request may be filed at any time, non-disclosure requests will be honored by Pacific University for no more than one academic year. Re-authorization to withhold Directory Information must be filed annually in the Registrar's Office within the first two weeks of fall semester. The Registrar's Office will place computer designations within the Student Information system on those students requesting directory holds; all school officials, prior to releasing directory information, must check either the student information system or contact the Registrar's Office to insure compliance with student requests for non-disclosure. The proper response to any third party request for such withheld information should be: "We are unable to provide that information". Any other response may reveal that the student is in attendance.

J. MAINTENANCE OF PERSONALLY IDENTIFIABLE RECORDS. Students Records will be maintained and disposed in accordance to the AACRAO guidelines for Retention of Records. All academic units maintaining students records will maintain those records for a period of one year following the student's last date of attendance, after which the student's records will be sent to the Registrar's Office and maintained in accordance with records guidelines. Student records maintained in the Student Health Center, Counseling Center, Dean of Students Office, Financial Aid Office, and Business Office shall be maintained and disposed in accordance with established guidelines.

PACIFIC UNIVERSITY POLICY OF PRIVACY RIGHTS OF STUDENTS

The Family Educational Rights and Privacy Act of 1974 is a Federal law which provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The Registrar at Pacific University has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admission, personal, academic, and financial files, and academic, cooperative education, and placement records. Student wishing to review their education records must make written requests to the Registrar listing the item or items of interest (written request will not be required for transcript review by student for personal use). Only records covered by the Act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions, a copy of the academic record for which a financial "hold" exists or a transcript of an original or source document, which exists elsewhere). These copies may be made at the students' expense at the rate of \$.10 plus postage with the exception of academic transcripts, the fee for which is designated in the University Catalog. Pacific University will provide a copy of student records "if failure to do so would effectively prevent the parent or student from exercising the right to inspect and review the records." Authority: Vol. 20 U.S.C. 1232f(1)(1)(A); 34 CFR 99.10. Education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, student health records, employment records or alumni records.

Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Pacific University accords all the rights under the law to students as defined by the Act. No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students except to personnel within the institution, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act. Pacific University does not release personally identifiable information to student's relatives or significant others without written permission from the student unless specifically authorized by FERPA regulations. Parents of dependent (dependent as defined within FERPA regulations) students do not receive access to student's records solely on that basis without the students written consent. The exception to this is account receivable information.

Within the Pacific community, only those members, individually or collectively, having legitimate educational interest are defined as "school officials" and allowed access to student education records within limitations of their need to know. These members include personnel in all academic and administrative offices of the University, academic personnel including students performing research on behalf of the university, outside parties acting on behalf of Pacific University including but not limited to the National Student Loan Clearinghouse, and other personnel as determined by the Registrar.

At its discretion the institution may provide Directory Information in accordance with the provisions of the Act. Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated Directory Information at Pacific University includes the following: student name, permanent address, local address, temporary address, electronic mail address, telephone number, dates of attendance, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, theses titles/topics, photograph, full-time/part-time status.

Students may withhold Directory Information by notifying the Registrar in writing; please note that such withholding requests are binding for all information to all parties other than for educational purposes. Students should consider all aspects of a Directory Hold prior to filing such a request.

Although the initial request may be filed at any time, requests for non-disclosure will be honored by the University for no more than one academic year. Re-authorization to withhold Directory Information must be filed annually in the Office of the Registrar within the first two weeks of the fall semester. Records regarding academic progress and academic standing in the Deans or Director's Offices are protected by the Family Educational Rights and Privacy Act and will not be released without the written consent of the student. Faculty members, advisors, or University officials with a legitimate education interest may have access to these files under the "need to know" provisions of the Act. Records in the Dean of Students' Office, including disciplinary files, are protected by the Family Educational Rights and Privacy Act, and will not be released without the written consent of the student. Students may review their files in the Dean of Students' Office on request.

Student records in the Student Health Center and the Counseling Center are not educational records per se, but are considered confidential by professional standards. These records are not available to anyone but the student; however, may be review by physicians of the students' choosing. Students may review their health and/or counseling records on request, and with the consent of the Directors of the Health or Counseling Centers. Although parents do not have access to student's health or counseling records, in life threatening or potentially life threatening situations, parents will be notified at the discretion of the Dean of Students. Student records created by the Security Office, Pacific University's law enforcement unit, that are created by the Security Office for a law enforcement purpose and maintained by the Security Office are exempt from the definition of education records.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Office of the Registrar. If the decisions are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended; and they will be informed by the Office of the Registrar, of their right to a formal hearing. Student requests for a formal hearing must be made in writing to the Registrar who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and the time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panel, which will adjudicate such challenges, will be the Provost, Dean of Students, Appropriate Academic Dean or Director, and the Registrar. (Note: any member of the panel with a direct interest in the outcome will be excluded. As in accordance with 20 U.S.C. 1232f(a)(2); Sect. 99.22).

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair, or not in keeping with the provisions of the Act may request in writing, assistance from the President of the institution. Further, students who believe that their rights have been abridged, may file complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education, and Welfare, Washington, D.C. 20201, concerning the alleged failures of Pacific University to comply with the Act.

Revisions and clarifications will be published as experience with the law and institution's policy warrants.

Appendix I: Student Health Service Immunization and History Form

PACIFIC UNIVERSITY College of Health Profession Required Health History Form	Return form in envelope provided or mail to: Student Health Services 2043 College Way, Forest Grove, OR 97116 Fax: 503-352-3105 Phone: 503-352-2269
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Please indicate (✓) your program:

<input type="checkbox"/> Audiology	<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Physician Assistant
<input type="checkbox"/> Dental Health Science	<input type="checkbox"/> Optometry	<input type="checkbox"/> Physical Therapy
<input type="checkbox"/> Healthcare Administration	<input type="checkbox"/> Pharmacy	<input type="checkbox"/> Speech-Language Pathology
<input type="checkbox"/> Professional Psychology		

Have you previously attended Pacific University? No ___ Yes ___ Last name if different: _____

Confidential Health History Information: Health history information is protected and confidential and is not part of your University or Program educational record.

Name _____ DOB: _____
 (Print clearly) Last First Middle

Permanent Address _____ City _____ State _____ Zip _____

Phone # _____ Male/ Female (circle one) Marital Status _____ # of Children _____

Person to be notified in an emergency _____ Relationship _____

Address _____ City _____ State _____ Zip _____ Phone: _____

Medications: List any medicines you take regularly, including over the counter medications/ supplements _____

Allergies: Are you allergic to any medicines or latex? Yes No If yes, please list and explain type of reaction: _____

Ongoing medical or psychiatric/emotional conditions: _____

Name of Private Provider/Specialist: _____ **Phone:** _____

Personal Medical History: Please check ✓ any current or past medical problems listed below.

<input type="checkbox"/> Allergies (food, drugs, other) circle	<input type="checkbox"/> Depression/ Anxiety	<input type="checkbox"/> Tuberculosis
<input type="checkbox"/> Cardiovascular/ heart disease	<input type="checkbox"/> Eating Disorders	<input type="checkbox"/> Seizure disorder
<input type="checkbox"/> Blood clots/ phlebitis	<input type="checkbox"/> Suicide attempt	<input type="checkbox"/> Dizziness/ fainting
<input type="checkbox"/> High BP/ cholesterol	<input type="checkbox"/> Meningitis	<input type="checkbox"/> Migraine Headaches
<input type="checkbox"/> Diabetes: Type I Type II (circle)	<input type="checkbox"/> Concussion/ head injury	<input type="checkbox"/> Arthritis
<input type="checkbox"/> Anemia or other blood disorder	<input type="checkbox"/> Mononucleosis	<input type="checkbox"/> Ulcer
<input type="checkbox"/> Sexually transmitted disease	<input type="checkbox"/> Hepatitis	<input type="checkbox"/> Skin problems
<input type="checkbox"/> Asthma/ hay fever	<input type="checkbox"/> Thyroid disorder/ problems	<input type="checkbox"/> Chicken pox
<input type="checkbox"/> Pneumonia	<input type="checkbox"/> Kidney disease	<input type="checkbox"/> Other

Hospitalizations/ Surgeries (Date & Description) _____

Personal Habits

Do you use tobacco? Yes No Smoke Chew If yes, how much? _____

Do you drink alcohol? Yes No If so, how much? _____

Have you ever used street drugs? Yes No If yes, what type and how much? _____

Family Medical History

Please check ✓ the following if there is a history in your immediate blood relatives, e.g. parents, siblings or grandparents.

Yes	No	Relationship	Yes	No	Relationship
<input type="checkbox"/>	<input type="checkbox"/>	Breast Cancer	<input type="checkbox"/>	<input type="checkbox"/>	Genetic/ Bleeding Disorder
<input type="checkbox"/>	<input type="checkbox"/>	Colon Cancer	<input type="checkbox"/>	<input type="checkbox"/>	Seizure Disorder
<input type="checkbox"/>	<input type="checkbox"/>	Other Cancer	<input type="checkbox"/>	<input type="checkbox"/>	Asthma
<input type="checkbox"/>	<input type="checkbox"/>	Cardiovascular Disease	<input type="checkbox"/>	<input type="checkbox"/>	Depression/ Anxiety/ Suicide
<input type="checkbox"/>	<input type="checkbox"/>	High BP/ Cholesterol	<input type="checkbox"/>	<input type="checkbox"/>	Other Mental Health Problems
<input type="checkbox"/>	<input type="checkbox"/>	Stroke/ Heart Attack	<input type="checkbox"/>	<input type="checkbox"/>	Alcoholism/ drug abuse
<input type="checkbox"/>	<input type="checkbox"/>	Diabetes	<input type="checkbox"/>	<input type="checkbox"/>	Other

Student Signature _____ **Date** _____

Health Center Office Use: Review date/provider _____

(Continue with Immunization Record form on next page)

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Immunization Record (Page 1 of 2)

PACIFIC UNIVERSITY Health Profession Required Immunization Form	Return form in envelope provided or mail to: Student Health Services 2043 College Way, Forest Grove, OR 97116 Fax: 503-352-3105 Phone: 503-352-2269
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Please indicate (✓) your program:

<input type="checkbox"/>	Dental Health Science	<input type="checkbox"/>	Audiology	<input type="checkbox"/>	Speech/ Language Pathology
<input type="checkbox"/>	Healthcare Administration	<input type="checkbox"/>	Occupational Therapy & Re-entry	<input type="checkbox"/>	Optometry
<input type="checkbox"/>	Pharmacy	<input type="checkbox"/>	Physician Assistant	<input type="checkbox"/>	Physical Therapy
<input type="checkbox"/>	Professional Psychology	<input type="checkbox"/>		<input type="checkbox"/>	

Name—Please print (last, first, middle initial) _____

Birth date (mo/day/yr) _____

IMPORTANT (PLEASE READ CAREFULLY)

Your program **REQUIRES** the following immunizations and titers before entering a health profession program, and all required immunizations and titers must be updated as necessary in order to continue enrollment in a health profession program at Pacific University. It is the student's responsibility to timely complete this form and provide copies of proof of vaccinations and titer lab results. Failure to comply with this University policy can affect your admission, enrollment, or ability to continue in a health professions program at Pacific University.

- If you have questions regarding immunization requirements, please contact your program.
- Immunization record information only will be shared with your program. Please sign release on Page 2 of the immunization form. Information on your health history is confidential and protected.
- Your program is responsible for verifying your compliance of immunization requirements.
- Retain original documentation of immunization information and keep these readily available to you—you will need these throughout your program for clinic rotations.

1. MMR (Measles/Mumps/Rubella) vaccine:

Dates of immunization and documentation are needed below unless you are providing a copy of your rubeola, mumps **and** rubella antibody titers which indicate immunity.

1st MMR Vaccine. Month/ Day/ Year _____ (Must be received **after** first birthday).

2nd MMR Vaccine. Month/ Day/ Year _____ (2nd dose must be at least 30 days after 1st dose)

Please check one of the following statements:

- _____ A copy of my MMR immunization record is attached.
OR
 _____ My rubeola, mumps **and** rubella antibody titers are attached that indicates I am immune.

2. Td/Tdap: Please meet one of the requirements below and provide documentation.

(Check ONE)

- Tetanus-Diphtheria-Pertussis (Tdap)** According to the CDC, healthcare workers who have direct patient contact in hospitals or clinics should get **one** booster dose of Tdap as an adult. A 2 year interval since the last Td is suggested. Date of Tdap _____ A copy of documentation is attached.
- Tetanus/Diphtheria (Td)** A dose received within the past 2 years is acceptable. Date of last TD _____ A copy of documentation is attached--**If Td is more than 2 years old, one dose of Tdap is required**

3. TB (Tuberculosis) skin test:

Include documentation of TB test within 1 year prior to entering Pacific University. TB tests are required yearly while enrolled.

Date of TB skin test _____ Result of TB test: Negative Positive
 If negative, attach copy of TB test result. If positive, see additional information needed below.

If TB skin test is positive, please complete one of the options below:

1. If TB skin test is positive, attach copy of TB skin test and Chest X-ray report (X-Ray must be within the past year)
 Date of X-ray _____ Result _____

OR

2. If TB skin test is positive, attach copy of Quantiferon Gold lab test or Tspot lab test result within the past year:

Date of Test _____ Result: Negative Positive*

*If Quantiferon Gold or Tspot test is positive, attach Chest X-ray report (X-Ray must be within the past year)

Date of X-ray _____ Result _____

(Continue Required Immunizations on page 2)

Rev. 2-2012

Pacific University Health Profession Required Immunizations (Page 2 of 2)

Return form to Student Health Services, 2043 College Way, Forest Grove, OR 97116

Fax: 503-352-3105 Phone: 503-352-2269

Name (last, first, middle initial)

Birth date (mo/day/yr)

4. Hepatitis B virus (HBV) vaccine (Series of 3 vaccines over 6 month period, Titer 2 months after completion).

1st Dose/ Date

2nd Dose/ Date

3rd Dose/ Date

Titer (2 months after 3rd dose)

Please check **ONE** of the following statements and include documentation:

_____ I have completed the Hepatitis B vaccine series (three doses) and a copy of my Hepatitis B antibody titer is attached which indicates that I am immune to Hepatitis B.

_____ I am in the process of completing the Hepatitis B series and will provide a copy of my Hepatitis B antibody titer after completion of the series. Date of scheduled completion: _____

5. Varicella (Chickenpox) Dates of immunization are needed below **unless you have had** varicella **and** are providing copy of varicella titer indicating immunity. If titer does not reflect immunity, immunizations will be required.

Please check **ONE** of the following statements:

_____ I have completed the immunizations series (see dates below) and documentation is provided. **No titer is required.**

_____ I had varicella virus and attached is a copy of my varicella titer which indicates that I am immune to varicella.

_____ I am in the process of completing the varicella immunization and will provide documentation of immunization upon completion. Date of scheduled completion: _____

1st Dose/ Date

2nd Dose/ Date

6. Hepatitis A virus (HAV) vaccine (Series of 2 vaccines 6-12 months apart). **Hepatitis A vaccination is REQUIRED for the Dental Health Science Program students and for all students who participate in international travel. Pacific University strongly recommends this vaccine for all health profession students.**

1st Dose/ Date

2nd Dose/ Date

Please check **ONE** of the following statements:

_____ I have completed the Hepatitis A vaccine series (two doses) and a copy of my immunization record is attached (**No** titer is needed for Hepatitis A).

_____ I am in the process of completing the Hepatitis A series and will provide a copy of my immunization record after completion of the series. Date of scheduled completion: _____

_____ I decline the Hepatitis A vaccine at this time as I am not in the Dental Health Science Program and will not participate in international study programs. I understand that I may be exposed to Hepatitis A virus during my program, and despite this risk, I decline the Hepatitis A vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis A and that by declining this vaccine, I may also place patients and coworkers at risk. In the event of a Hepatitis outbreak, I understand I may be excluded from the university or clinical training placement under the direction of the local health officer or the Student Health Center Director. In addition, I understand that the Hepatitis A Vaccine series may be required by the University or my program in the future as a condition of continued participation in the program. Should this become a requirement, this declination will not be operative. I agree to defend, indemnify, and release the university from any and all claims resulting from my failure to receive the Hepatitis A vaccine.

Student Signature for Declination of Hepatitis A vaccine: _____ **Date:** _____

Authorization To Release Vaccine Related Information To Program:

By signing below, I authorize the Student Health Center to provide immunization information to include vaccinations, titers/ lab work, chest x-ray reports in cases of positive TB tests, to my program as long as I am enrolled. This authorization may be revoked by me at any time with written notification to the Student Health Center. I understand and agree that failure to undergo immunization to protect myself and others and/ or revocation of this authorization will likely result in my inability to complete my program requirements. I agree to defend, indemnify and release Pacific University from any and all claims resulting from my failure to obtain or authorize release of the required immunizations for my program.

Student Signature _____ **Date** _____

Revised 2-2012

Appendix J: Student Release of Information Form

**PACIFIC UNIVERSITY
SCHOOL OF AUDIOLOGY**

Student Consent for Release of Information

In accordance with the Family Educational Rights and Privacy Act of 1974, it is necessary for school officials at Pacific University to have written consent from a student in order to release information from the student's academic records to any source outside of the university.

I, _____, give my consent for the following faculty member(s):

Student Name

- i. _____
- ii. _____
- iii. _____
- iv. _____

To (initial all that apply):

- _____ Write a letter of recommendation for the purpose of graduate school admission
- _____ Write a letter of recommendaiton for the purpose of practicum placement during the audiology doctoral program
- _____ Serve as a reference by telephone for the purpose of practicum placement during the audiology doctoral program
- _____ Serve as a reference by telephone for the purpose of employment
- _____ Write a letter of recommendation for the purpose of employment
- _____ Other (please indicate) _____

I understand that by signing this form, I have given permission for the above named faculty member(s) to release information regarding my academic and clinical performance, which may include information contained within student records. The consent for release will remain in effect from the date indicated below until I submit written notification rescinding this request.

Student Signature

Print Name

Date

**PACIFIC UNIVERSITY
SCHOOL OF AUDIOLOGY**

AuD Program – Clinical Practica and Seminars

Clinical Practica – Typical Placements

- Private audiologic practice
- Medical center/hospital – general audiologic services
- Medical center/hospital – newborn hearing screening
- Medical out-patient, ear-nose-throat clinic
- Non-profit medical clinic
- Non-profit speech and hearing center
- Senior care facility
- Early childhood facility
- School-based audiologic services
- School for children with deafness
- Cochlear implant facility
- Audiologic research facility
- University-based audiology clinic
- Summer speech-language & hearing camps

Clinical Practica – Sequence

Year 1, Fall – AUD 591-Clinical Observation: Directed/focused observation activities, one half-day per week in a variety of practice settings, with follow-up discussion and reflection sessions.

Year 1, Spring/Summer – AUD 592-First Year Internship: Supervised clinical experiences, focusing on the audiologic test battery (developing from basic to advanced) and the primary treatment options, with specific attention to amplification, one half-day per week in the Pacific University Audiology Clinic, with follow-up discussion and reflection sessions.

Year 2, Fall/Spring – AUD 691-Second Year Internship: Supervised clinical experiences, focusing on the complete audiologic test battery, advanced diagnostics, and primary and advanced treatment options, one half-day per week in the Pacific University Audiology Clinic, with follow-up discussion and reflection sessions.

Year 2, Fall/Spring/Summer – AUD 692-Externship Rotation: Full-time, 6-week, supervised clinical experience in an assigned, external practice setting, with follow-up discussion and reflection sessions, during each term of Year 2.

Year 3, Fall/Spring/Summer – AUD 692-Clinical Residency: Full-time, 12-month, supervised clinical practice in an assigned, external practice setting, with weekly discussion and reflection sessions among all residency students throughout the year.

Clinical Practica – Seminars

Year 1 and 2, Fall/Spring/Summer – AUD 590-Clinical Integration Seminar: Weekly seminar for all Year 1 and Year 2 students, focusing on integrating class work with clinical experiences, with individual and team-based case studies, discussions, and presentations.

Year 3, Fall/Spring/Summer – AUD 790-Clinical Residency Seminar: Weekly seminar for all students participating in their clinical residency, focusing on integrating practical knowledge and the application of theories, models, and techniques from preceding courses, applying these to specific operational issues in audiologic practice, with discussion of case studies, interprofessional health care management, professionalism, and ethical and regulatory issues.