ESSENTIAL FUNCTIONS FOR AUDIOLOGY EDUCATION:
ADMISSION AND RETENTION REQUIREMENTS

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 program1 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.

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1 Pending candidacy accreditation from the Council on Academic Accreditation in Audiology and Speech-Language
Pathology (CAA); application in process.
(1) Motor and Sensory-Observation Function
The student must:

a. Observe demonstrations and visual presentations in lectures, audiolgic 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 audiolgic 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 audiolgic 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.
   e. Present a professional appearance and demeanor.
   f. Manage one’s realities in ways that do not restrict balanced services to patients, including having access to appropriate transportation to clinical and academic placements 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.
   d. 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.
   e. 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 (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.