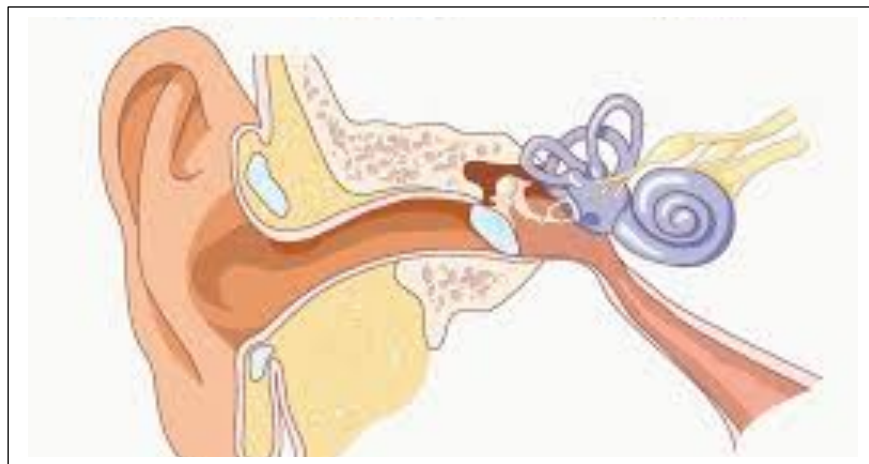





# Doctor of Audiology



## Student Handbook

Department of Speech, Language, and Hearing Sciences  
College of Public Health & Health Professions




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To preserve, promote, and improve the functioning and general well-being of individuals and communities by educating our students in the detection, prevention, diagnosis and management of hearing and balance disorders..... 4

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Dear Student,

Welcome to the UF Doctor of Audiology program! We hope you will find this Student Handbook helpful as a graduate student in our program.

Within the school of Public Health and Health Professions, you are part of a community with a long tradition of excellence, dedicated to preparing the world's finest skilled audiologists, public health leaders, health policy specialists, faculty, and researchers. Most notably our students and faculty members participate in advancing the knowledge in our field through their clinical and research activities. As a member of this profession, you will be committing to providing the best diagnosis, treatment, and management of hearing and balance disorders in various populations of all ages. You accept this commitment by starting your doctoral education at the University of Florida.

The mission of the Doctor of Audiology (AuD) program is to “preserve, promote, and improve the functioning and general well-being of individuals and communities by educating our students in the detection, prevention, diagnosis and management of hearing and balance disorders.” To fulfill this mission, you will be challenged in your courses to understand the scientific evidence that supports our practice, learn to apply your knowledge from your research and coursework into your clinical practice, and professionally and ethically serve your patients and their families. By accepting a position in this program, you are committing yourself to lifelong learning, because neither the scientific understandings nor the practice or audiology will stagnate at the time of your commencement. Continual growth is the nature of our profession, and you will need to continue to be an advocate for your learning, if you are to provide the best care for your patients throughout your career.

The faculty, staff, and clinical preceptors are all committed to supporting you in meeting these expectations. We will provide you with instruction, guidance, practice and corrective feedback to assist you along the way. We are committed to your successful completion of this program so that you may become a doctor of audiology and that once employed, are recognized for your competence, leadership, ethics, and commitment to our profession. All of which you were learned at the University of Florida.

Sincerely,

The UF Audiology Faculty

***This Handbook is subject to revision during the academic year.***

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## ***Mission Statement***

***To preserve, promote, and improve the functioning and general well-being of individuals and communities by educating our students in the detection, prevention, diagnosis and management of hearing and balance disorders.***

## **Referenced Faculty**

Susan Nittrouer, PhD – Professor and Chair

Jill Raney, PhD – Clinical Associate Professor and AuD Program Director

Krista Fitzgerald, AuD, CCC-A, CNIM – Clinical Assistant Professor and Coordinator of Clinical Education

## **Program of Study**

The goal of AuD program is to prepare students to design and deliver effective, culturally-sensitive, evidence-based clinical services in audiology. The curriculum is designed to prepare students who are well qualified for employment in a range of education and health-related settings. In addition, as professionals they will be recognized for their competence, leadership, ethics and commitment to serve and life-long learning. The curriculum provides a sound foundation for those students who are interested in pursuing graduate work toward a PhD in audiology.

The program is a 4 year (12 semesters) course of study emphasizing the principles, practices and research underlying the evaluation and (re-)habilitation of human auditory and vestibular disorders. The course of study includes a 1 year (3 semesters) clinical extern occurring in the student's 4<sup>th</sup> year. The program incorporates didactic instruction and research experience overlapping with clinical rotations, and competency-based evaluations.

The externship during the 4<sup>th</sup>, and final, year of the program provides the student with the opportunity to hone their clinical skills in a variety of areas. Therefore, potential externships sites must meet with the approval of the Coordinator of Clinical Education and the AuD Program Director. The highest priority requirements for an externship site are:

1. The availability of on-site supervision by an appropriately credentialed, doctoral-level audiologist;
2. The availability of a range of experience in evidence-based audiologic practice appropriate to the student's needs.

The Coordinator of Clinical Education will work in conjunction with the student to determine appropriate 4<sup>th</sup> year externship assignments. Students will need to apply for positions and successfully interview with potential externship preceptors. The externship experience may or may not be a paid position.

Completion of the program leads to the Doctor of Audiology (AuD) degree, and eligibility for the Certificate of Clinical Competence in Audiology (CCC-A, awarded by the American Speech-Language-

Hearing Association), Board Certification in Audiology from the American Academy of Audiology, and for state licensure/registration in Audiology.

### **Sample Curriculum**

You will be placed in the appropriate courses each semester by the program. Information about courses and clinical assignments will be provided through the AuD Student Center program site, accessible at [elearning.ufl.edu](http://elearning.ufl.edu). Students without an undergraduate background in Speech and Hearing may need to take additional courses.

Individual cohorts may take courses in a different order than listed here.

<b>AuD Plan of Study 2020-2021</b>			<b>07.29.19</b>
<b>Course #</b>	<b>Course Title</b>	<b>Instructor</b>	<b>Credits</b>
<b>Fall 1</b>			<b>13</b>
<b>SPA 5102</b>	Anatomy & Physiology of Hearing & Balance	Someya	3
<b>SPA 6010</b>	Basic Auditory Sciences	Oh	3
<b>SPA 6340</b>	Amplification I	Yoon	2
<b>SPA 6133L</b>	Amplification Lab	Yoon	1
<b>SPA 5304</b>	Principles of Audiologic Evaluation	Sheffield	3
<b>SPA 5051</b>	Initial Clinical Experience	Various	1
<b>Spring 1</b>			<b>13</b>
<b>SPA 6581</b>	Medical Audiology	Fitzgerald	3
<b>SPA 6324</b>	Audiologic Rehab-Children	Ferraro	2
<b>SPA 6324</b>	Audiologic Rehab-School Age	Ferraro	1
<b>SPA 6341</b>	Amplification II	Yoon	2
<b>SPA 6581</b>	Advanced Amplification Lab	Yoon	1
<b>SPA 6581</b>	Cochlear Implants I	Oh	3
<b>SPA 6506</b>	Clinical Clerkship	Various	1
<b>Summer 1</b>			<b>9</b>
<b>GMS 6705</b>	Functional Human Neuroanatomy	Dossat	4
<b>SPA 6805</b>	Intro to Grad Research	TBD	3
<b>SPA 6531</b>	Clinical Practicum	Various	2
<b>Fall 2</b>			<b>14</b>
<b>SPA 6581</b>	Electrophysiology with lab	Fitzgerald	4
<b>SPA 6323</b>	Audiologic Rehab-Adults	Johnson/S	3
<b>SPA 6305</b>	Pediatric Audiology	Raney	3
<b>SPA 7833</b>	Audiology Research Project	Raney	2
<b>SPA 6506</b>	Clinical Clerkship	Various	2
<b>Spring 2</b>			<b>12</b>
<b>PHC6050</b>	Statistics	Staff	3
<b>SPA 7354</b>	Seminars in Noise	Fitzgerald	3

SPA 6581	Cochlear Implants II	Sheffield	3
SPA 7833	Audiology Research Project	Various	2
SPA 6531	Clinical Practicum	Various	1
<b>Summer 2</b>			<b>9</b>
SPA 6581	Auditory Pharmacology	Someya	2
SPA 6390	Professional Issues	Swami	3
SPA 7833	Audiology Research Project	Various	1
SPA 6531	Clinical Practicum	Various	3
<b>Fall 3</b>			<b>12</b>
SPA 6317	Vestibular Disorders	Raney	3
SPA 6581	ASL for Audiologists	Hardy	2
SPA 6581	Advanced Topics in Audiology (Vestibular)	Fitzgerald	3
SPA 7833	Audiology Research Project	Various	1
SPA 7945	Graduate Practicum	Various	3
<b>Spring 3</b>			<b>13</b>
SPA 6270	Auditory Processing Disorders	Fitzgerald	3
SPA 6564	Communication & Aging	Someya	3
SPA 6581	Counseling	Raney	3
SPA 7945	Graduate Practicum	Various	4
<b>Summer 3</b>			<b>5</b>
SPA 7958	Externship		5
<b>Fall 4</b>			<b>5</b>
SPA 7958	Externship		5
<b>Spring 4</b>			<b>5</b>
SPA 7958	Externship		5
<b>Total Credits</b>			<b>110</b>

Course descriptions can be found in the graduate catalog at:

<http://gradcatalog.ufl.edu/content.php?catoid=11&navoid=2380>

### ***Grand Rounds Requirement***

For each semester a "Grand Rounds" schedule will be completed and dispersed to the students. Students are expected to attend Grand Rounds and will need to complete two presentations within the first 3 years of the Au.D. program. We understand that clinical site placements may interfere with the schedule of this event. Any issues with attendance should be brought to the attention of the Grand Rounds advisor. Grand Rounds topics may include but are not limited to: research, case studies, and special topics. The designated advisor will approve topics and the grand rounds schedule in advance. If you select a case study, it is important that you notify the preceptor and obtain permission to present the case. Proof of their approval will need to be submitted to the Grand Rounds advisor prior to presenting.

## ***Research Experience***

As part of the AuD program students will gain experience in the various aspects of conducting research, including literature review, research methods, data analysis and written report of the work. Beginning in the summer after the first year, students will complete SPA 6805, Introduction to Graduate Research. In the fall of the second year, as part of SPA 7833, Audiology Research Project, students will identify potential research projects of interest. In order to secure a position in a lab where they will work on their project, students will complete an application that will be reviewed by the faculty member and Program Director. Students will continue to register for SPA 7833 through the fall of their third year while they are working toward the completion of their research project. The specific details of the research project are outlined in the document, *AuD Research Project Guidelines*.

## **CLINICAL EDUCATION AND SUPERVISION**

### ***Philosophy of Training***

Clinical services in Audiology are provided by audiologists within the solid ethical framework of the American Speech and Hearing Association (ASHA) and the best standards of clinical practice for the welfare of our patients. The mission of Audiology practice under ASHA is to empower and support audiologists through advancing science, set standards, foster excellence in professional practice, and advocate for members and those they serve.

Training at the University of Florida encompasses a graduate adaptive skill set model of learning with clinicians of different levels of experience and specialties from the first practicum through 4<sup>th</sup> year externship. This includes our affiliation with Shands Hospital and the Veteran's Administration Hospital in Gainesville and Ocala, along with various off-site clinical placements in the state of Florida and throughout the United States.

Within this framework, students develop clinical competencies, write impactful assessments/referrals, practice clinical interventions and rehabilitative services, develop new professional interests, expand theoretical understandings and work with clinical teams- all with the over-arching goal of substantial growth in their clinical confidence and self-esteem.

### **Observation in Audiology**

All students are required to have 25 hours of clinical observation before working with patients. Students who have not completed 25 hours of Audiology observation should acquire these before the beginning of their first semester in the AuD program. Students needing to complete these hours at UF in the weeks before the Fall Semester should contact Dr. Krista Fitzgerald. The observation log sheet is located in the Resources folder on the AuD student center.

### **Clinical Practicum Assignments/Requirements**

#### **Fall 1: SPA 5051-Initial Experience in Audiology (1 credit)**

This is for beginning level graduate students in audiology. Students are assigned **one clinic** per week. **"Clinic" = 1 four hour block**. The Coordinator of Clinical Education determines these clinical assignments. At the end of this semester, students should demonstrate knowledge in basic audiologic evaluations, which includes but not limited to, audiometer calibration and operation, audiometric

symbols, otoscopy, tympanometry, pure-tone air and bone audiometry, speech audiometry, as well as effective interactions with patients, families, and other appropriate individuals and professionals.

#### **Spring 1: SPA 6506- Clinical Clerkship (1 credit)**

This is the beginning level for audiologic practicum. Students are assigned **two clinics** of clinical practicum per week. Students will continue to acquire knowledge in audiologic evaluation, counseling, and report writing and documentation. During this practicum, students will begin to demonstrate their ability to perform more advanced competency skills that relate to their assigned clinics.

#### **Summer 1: SPA: 6531 Clinical Practicum (2 credits)**

Students are assigned **three clinics** of clinical practicum per week. Students will continue to fine-tune their skills and comprehension in audiologic testing while continuing to perform more advanced competency skills that relate to their assigned clinics.

#### **Fall & Spring 2: SPA 6531- Clinical Practicum (2 credits)**

Students are assigned **three clinics** of clinical practicum per week. Students continue to demonstrate greater depth and breadth of clinical competencies related to their assigned clinics.

#### **Summer 2: SPA 6531- Clinical Practicum (3 credits)**

During the summer semester, your clinics will be divided into A and B. Students will be assigned **four clinics** per week for Part A and **six clinics** per week for Part B **OR** vice versa. This will depend on your summer course offerings. The Coordinator of Clinical Education will inform you on how many hours will be required during A or B prior to the start of your summer semester. Students will continue to demonstrate their ability to perform more advanced competency skills that relate to their assigned clinics and become more independent on effective communication with patient, families, and other health professionals.

#### **Fall and Spring 3: SPA 7945 Graduate Practicum (Fall 3 credits, Spring 4 credits)**

Students are assigned four clinics per week of clinical practicum. During your third year, you are encouraged to explore outside clinical placements if you so desire. Outside clinical placements are at the discretion of the Coordinator of Clinical Education and the Supervisor for the outside clinical placement. Availability is limited by class schedule and academic and clinical progress.

#### **Audiology Fourth Year Externship: SPA 7958 (Summer 3, Fall 4, Spring 4- 5 credits each semester)**

Students will work 30-40 hours per week at an approved external clinical site. Students will demonstrate independence and mastery in their clinical practice.

### Clinical Performance Evaluations

Placement of students in practicum sites will be completed to ensure the development of the range of competencies in the audiological scope of practice. Student clinical progress will be evaluated throughout the program to track the development of these competencies, along with students evaluating the clinicians' performance through the program.

Student clinicians will be evaluated midterm and at the end of each term using the UF "Summary of Clinical Performance Audiology" form. In addition, audiological preceptors will provide regular feedback to the student regarding student performance. We encourage students to discuss their mentoring needs related to clinical progress with their preceptors.



At the end of the semester, evaluations will be collected so that grades for clinical practicums can be submitted. Late evaluations will result in an “Incomplete” until it is obtained.

Placements for clinical rotations are based on the student’s competencies and the availability of the positions in particular sites. When possible, the Coordinator of Clinical Education will take into consideration student requests.

In accordance to ASHA, students are supervised 100% for their first 10 hours of patient/clinician interaction. After the first 10 hours, supervision ranges from 25-100% as appropriate to the clinical area of practice and the student’s progress.

## Record Keeping

**Clinical Hours:** Students are responsible for maintaining up to date records of clinical hours via the Typhon System. Instructions for logging into Typhon and its use will be provided at orientation by the Coordinator of Clinical Education. Hours should be logged daily.

During the last week of each clinical practicum, you are to fill out the “Au.D. Program Supervised Clinical Experience Form” and have your preceptor(s) sign off on the hours obtained with them. Once this is completed, you are to return the document to the Coordinator of Clinical Education who will approve your hours in Typhon. Please make sure that your total hours match the form and Typhon log. If the “Au.D. Program Supervised Clinical Experience Form” is not submitted by the end of the semester in time for approval of clinical hours in Typhon, your grade for clinical practicum will be incomplete.

In addition to logging your clinical contact hours and clinical experience details in Typhon, the AuD program requires that you complete and retain a self-assessment of your acquisition of knowledge and skills. The tool to assist with this is known as the “Knowledge and Skills Assessment”, or KASA form.

## **Off-Site Clinical Placements**

1. Generally, the first and 2<sup>nd</sup> year of student’s clinical experience will happen at UF Shands Audiology Department.
2. Off-site clinical placements are possible during the 3<sup>rd</sup> year at the discretion of the Coordinator of Clinical Education.
3. Off-site clinical placements must be approved by the Coordinator of Clinical Education and may require a site visit. For any student to be supervised by an offsite placement that does not have an affiliation agreement with the University of Florida, one must be established prior to the student starting. The Coordinator of Clinical Education will work with UF’s legal department and off-site placement to establish an affiliation agreement.

## **Professional Behavior**

All information pertaining to any patient is confidential. Students should strive to protect the rights of patients. ASHA and AAA Code of Ethics must be maintained at all times. Please see the sites below for more information.

<https://www.asha.org/Code-of-Ethics/>

<https://www.audiology.org/publications-resources/document-library/code-ethics>

## **Dress Code**

Students are expected to observe appropriate dress in compliance with the policies at the clinical placement/externship site.

## **Fourth Year Externship**

### **Eligibility for Externship Assignment**

1. 78 credits hours of coursework in all aspects of basic science, applied audiology and clinical research and 17 hours of clinical education experience in the doctorate of audiology (Au.D.) program.
2. In good standing with the University of Florida, the College of Public Health & Health Professions and the department of Speech Language and Hearing Sciences.
3. Successful completion of the Au.D. research project.

### **Extern Site Selection**

The fourth year externship experience occurs outside the University of Florida. Opportunities to complete a fourth year in Gainesville are available; however are based on the openings at those facilities and are limited. It is recommended that the site have a broad base of clinical activities in audiology to give the student as much experience to make them a strong candidate for hire once licensure is obtained. Externships, which provide a more specialized practice experience may be acceptable, based upon the breadth of the students clinical experience in their first three years of the program.

The role of the chosen fourth year externship will be to offer supervision and consultation with the student regarding their clinical activities and to provide feedback on their progress. The Au.D. student is responsible for locating and securing their externship placement that meets all the stated requirements. Information sent to the Coordinator of Clinical Education by externship sites with available positions will be shared via email.

### **Extern Site Requirements**

The following requirements must be followed:

1. The Coordinator of Clinical Education is responsible for determining the appropriateness of clinical placements and maintaining contact with the extern preceptor.
2. An affiliation agreement between the externship site and the University of Florida must be completed before the fourth year student begins their externship.
3. The extern preceptor must hold their ASHA certification of Clinical Competence (CCC) and their state licensure in audiology. Copies of current state licensure and/or ASHA CCC must be submitted to the Coordinator of Clinical Education (Dr. Krista Fitzgerald) before the student may begin the externship.

4. At the extern site there must be a doctorate level audiologist on site at all times to offer the extern immediate consultation/feedback as needed.
5. The externship is defined as no less than 48 weeks of full time employment. A minimum of 30 hours per week constitutes full time employment. At least 80% of the externship work week must be in direct patient contact.
6. The role of the preceptor includes the following:
  - a. Conferring with the extern concerning clinical treatment strategies.
  - b. Periodically evaluating the extern's clinical records, including diagnostic records, treatment records, correspondence, and plans of treatment.
  - c. Evaluating the extern on the basis of consultation with professional colleagues and employees.
  - d. Evaluating the externs work on the basis of counseling patients and their families
  - e. Monitoring the extern's contribution to professional meetings, as well as participation in other professional growth opportunities.
7. Extern preceptors will report quarterly on the progress of the student. Evaluation forms will be provided to the preceptors by the Coordinator of Clinical Education.

### **Essential Functions and Technical Standards/Guidelines: Knowledge and Skills Essential to the Practice of Speech-Language Pathology and Audiology**

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology and/or audiology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient/client care, individuals must have the following five types of skills and attributes:

- Communication
- Motor
- Intellectual-cognitive
- Sensory-observational
- Behavioral-social

These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred items in the expanded lists below (\*) are skills that are particularly relevant and should be present when a student begins the program. The burden is on the applicant to demonstrate that he/she can meet the essential functions or requirements of the program. The lists below represent technical standards and essential functions that are required (with accommodations when necessary) for admission and graduation.

All students pursuing a health care profession such as speech-language pathology or audiology “must possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty” and the profession (AAMC,

p. 2). Some students may have certain disabilities or combinations of disabilities which will require accommodations in order to meet the technical standards and essential functions required of all students. The faculty of the Department of Speech, Language, and Hearing Sciences recognize that and will “take all necessary steps to prevent unjustified discrimination against” individuals with disability (AAMC, p. 2).

It is the goal of the CSD program to graduate qualified individuals in the fields of speech- language pathology and audiology. Academic faculty and clinical faculty are charged with evaluating students with respect to their performance on the standards presented below. If you feel you are unable to meet these standards, it is your responsibility to notify the appropriate faculty member(s) to seek accommodations, and then to register with and be verified as disabled by the Disabilities Resource Program on campus (<http://www.dso.ufl.edu>). All students admitted to the graduate programs in the Department of Speech, Language, and Hearing Sciences are beholden to the professional standards needed to successfully engage in the speech-language pathology and/or audiology professions.

**COMMUNICATION:** A student must possess adequate communication skills to:

1. Communicate sufficiently in English in order to engage in clinical activities independently, conduct accurate assessments and provide effective intervention, provide consultation to patients/clients, caregivers of patients/clients, and health care professionals and perform other related functions associated with professional practice.
2. Demonstrate reading and writing skills sufficient to meet curricular and clinical demands.
3. Demonstrate non-verbal communication skills sufficient to meet curricular and clinical demands.\*
4. Modify communication style to meet the communication needs of the patients/clients, caregivers, and other persons served.\*
5. Communicate professionally and intelligibly with patients/clients, colleagues, other healthcare professionals, and community or professional groups.
6. Communicate professionally and effectively on patient/client documentation, reports, and scholarly papers required as part of coursework and professional practice.
7. Convey information that is accurate, relevant and culturally sensitive.

**MOTOR:** A student must possess adequate motor skills to:

1. Access transportation to academic and clinical placements.\*
2. Participate in classroom and clinical activities for the defined workday.\*
3. Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
4. Manipulate patient/client-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
5. Access technology for clinical management (i.e., billing, charting, therapy programs, etc.)
6. Be able to assist clinical clients/patients in case of fire or other emergencies.

**INTELLECTUAL/COGNITIVE:** A student must possess adequate intellectual and cognitive skills to:

1. Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal

- information sufficient to meet academic and clinical curricular demands.\*
2. Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
  3. Solve problems, reason, and make sound clinical judgments in patient/client assessment, diagnostic, and therapeutic planning and implementation.
  4. Self-evaluate, identify, and communicate limits of one's own knowledge and skills to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
  5. Utilize academic and clinical instruction in order to make unique and dependent decisions.

**SENSORY/OBSERVATIONAL:** A student must possess adequate sensory skills, i.e., visual, hearing, and tactile skills needed to:

1. Identify normal and disordered speech, language, hearing, and swallowing, abilities,
2. Identify the need for alternative modalities of communication.
3. Identify anatomic structures.
4. Discriminate imaging findings.
5. Discriminate findings on imaging studies.
6. Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
7. Recognize when a patient/client does or does not understand the clinician's written and/or verbal communication.

**BEHAVIORAL/SOCIAL:** A student must possess adequate behavioral and social attributes to:

1. Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.\*
2. Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.\*
3. Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
4. 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 settings.\*
5. Adapt to changing academic and clinical environments, which includes maintaining mature and professional demeanor while participating in a variety of settings. Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
6. Accept appropriate suggestions and constructive criticism and respond by modification of behavior.
7. Dress appropriately and professionally.

## **PURPOSE OF ADA**

The purpose of the ADA is to provide opportunities for persons with disabilities to compete with other (students) on the basis of their ability. Like the Rehabilitation Act, the ADA requires many entities ... to provide certain accommodations to persons with disabilities so that they may enjoy the same benefits, services and opportunities as those without disabilities. Schools must judge persons on the basis of their

ability to complete the educational program rather than on their status as disabled persons. Persons seeking admission must be able to perform the "essential functions" or meet the "essential eligibility requirements" of the program. It is up to each school to determine the "essential functions" or "essential eligibility requirements" of its educational program. Preadmission inquiry as to whether a person is disabled is not permitted, but a school may ask all students to review the essential functions and technical standards for admission and graduation to determine if they are able to meet those standards and functions needed to be successful as a student and as a future speech-language pathologist or audiologist: <http://www.aamc.org/members/gsa/ada.htm>.

- Speech-language pathology students and applicants who have any questions about the technical standards and essential functions should contact Dr. Kenneth Logan ([klogan@ufl.edu](mailto:klogan@ufl.edu); (352\_273-6561)).
- Audiology students and applicants who have any questions about the technical standards and essential functions should contact Dr. Jill Raney ([jraney@phhp.ufl.edu](mailto:jraney@phhp.ufl.edu); (352 273-9716)).

More information on ADA is available on the ADA website which is referenced below.

#### *References*

- <http://www.ada.gov/infoline.htm>
- American Association of Medical Colleges, n.d. *The Disabled Student in Medical School: An Overview of Legal Requirements*. Washington, D.C. Author
- Schwartz, I., et al. (2007). *Eligibility requirements and essential functions*. Paper presented at the Annual Meeting of the Council on Academic Programs in Communication Sciences and Disorders.

This document was developed by the Committee on Program Excellence (COPE) in the Department of Speech, Language, and Hearing Sciences, in consultation with University of Florida's Americans with Disabilities Act Compliance Office. It was approved by COPE on December 16, 2011.

### **Annual Reviews of Student Progress/Performance**

Both written comprehensive and hands-on examinations will be administered during the course of study. Examinations are designed to assess and facilitate retention and integration of knowledge within the field of clinical audiology. Content areas included in the examinations will be those covered in the student's curriculum to date.

1. **First Year:** Written examination questions will be developed for all students by the audiology faculty. This written examination is typically scheduled for the beginning of the Summer A term. Students must pass all questions of the examination to enroll in the second year of the Au.D. program.

If a student fails one or two questions, he/she will develop an improvement plan(s) with the faculty member(s) who wrote the question(s). The student will be required to achieve a passing score on a question within the content area(s) within 6 weeks.

If a student fails more than two questions, he/she will be denied continued enrollment in the program.

2. **Second Year:** In lieu of a written examination students will hand in a draft of their research paper. They will provide a copy to their faculty research advisor and a copy to the Director of Audiology. The due date will be the first day of Summer A term. The faculty research advisor will provide the student with feedback on his/her performance.
3. **Third Year:** Students will be evaluated by a written and practical comprehensive examinations. The third year practical examination is designed to establish clinical competencies in a range of areas of clinical audiology prior to undertaking the fourth year externship. Written and practical comprehensive examinations will be administered in early spring. The Coordinator of Clinical Education will provide feedback to the student on his/her performance and he/she will be given the opportunity to reply.

Students must pass all portions of the written and practical comprehensive examinations prior to beginning their audiology externship. Failure of any portion of the practical comprehensive exam will result in the student being required to repeat that portion of the exam within four weeks of the initial examination. Failure of the repeated practical comprehensive examination will result in the student being placed on probation and deferral of the audiology externship. During the probation period, the student will complete a practicum placement designed to help him/her develop the appropriate competencies. Certain portions of the practical comprehensive exam may be met through supervised independent completion of specified clinical activities during clinical practica.

4. **Fourth Year:** The externship preceptors will evaluate the student's performance in the clinical externship and will provide direct feedback to the student as well as report to the Coordinator of Clinical Education. The student will be given the opportunity to reply.

### **Adequate Progress**

Students in the AuD program are expected to maintain adequate academic and clinical progress. Satisfactory grades within the AuD program are defined as B or better for all courses with a SPA prefix, and as a C or better in all other courses. Students earning a B- in a SPA prefix course will be required to develop a remediation plan with the course instructor. Students will be required to repeat SPA courses in which they earn a grade of C+ or less.

Students will be required to repeat non-SPA prefixes (e.g., PHA or GMS) in which they earn a grade of C- or less. No course may be repeated more than once for an improved grade. Failure to obtain a satisfactory grade upon repeating a course will result in denial of continued enrollment in the AuD program.

If at any point during the program of study, a student's overall GPA drops below a 3.0 he/she may be denied continued enrollment in the AuD program.

Clinical progress within the AuD program begins with consistent professionalism and includes demonstrating specific target skills with clinical patients. Appropriate progress in clinic encompasses

both an increase in the breadth of skills portrayed, and an increasing degree of independence in each skill.

AuD students showing questionable academic or clinical progress will undergo a review of their progress by the faculty. Questionable academic or clinical progress includes, but is not limited to:

- a) students earning a B- or less in one or more courses,
- b) students who fail to pass sections of the comprehensive exams, and
- c) students making limited or inconsistent progress in their clinical practica.

This review will include a discussion of the student's performance with faculty and preceptors with whom the student has worked, followed by a meeting with the student. Possible outcomes of this review include:

1. Generation of a written contract describing the progress required during the next semester to permit continuation in the program, and how this progress will be assessed;
2. Denial of continued enrollment in the AuD program.

### **Exit Interview/Certification for Graduation**

During the final semester of the fourth year in the AuD program, the student will complete an exit interview with the AuD Program Director. In the exit interview, the student will provide evidence of completion of all AuD and applicable graduate school requirements:

1. Coursework
2. Research Project
3. Practicum hours
4. Forwarding Address, telephone and e-mail
5. Employment information (if known)
6. Evidence that the Review of Program has been turned in
7. Praxis exam score

The Exit Interview must be complete no later than 10 days prior to the date of that semester's doctoral commencement exercises. Following the Exit Interview, the AuD Program Director will certify the student qualifies for the AuD Degree. Certification will go to the Registrar's office. Information from the exit interview will also be used in support of state licensure and/or ASHA certification requirements.

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## ***IMPORTANT UF POLICIES***

### **Equitable Treatment of Individuals**

The Department of Speech, Language and Hearing Sciences is committed to promoting and ensuring equitable treatment of students, clients, staff, and faculty. This includes but is not limited to diversity



reflected by disabilities or non-mainstream dialects. The following *policies and statements* reflect the University of Florida's commitment to promote and ensure equitable treatment of individuals.

UF Nondiscriminatory policy ([regulations.ufl.edu/wp-content/uploads/2012/09/1006.pdf](http://regulations.ufl.edu/wp-content/uploads/2012/09/1006.pdf))

UF statements on:

Relations between people and groups

(<http://www.registrar.ufl.edu/catalog/policies/students.html#relations>)

Commitment to diversity ([gradcatalog.ufl.edu/content.php?catoid=8&navoid=1489](http://gradcatalog.ufl.edu/content.php?catoid=8&navoid=1489))

Sexual Harassment ([http://gradcatalog.ufl.edu/content.php?catoid=8&navoid=1493 - student sexual harassment](http://gradcatalog.ufl.edu/content.php?catoid=8&navoid=1493-student_sexual_harassment))

UF Policy requires all staff and faculty to attend a sexual harassment mini-conference offered through the Office of the Provost (<https://www.clas.ufl.edu/hr/forms/sexual-harassment.pdf>).

### **UF Resources**

For additional information about *resources* that are available to students, staff, and faculty at the University of Florida to promote and ensure equitable treatment of individuals, please visit the websites for the following offices.

Office of Academic Affairs (<http://www.aa.ufl.edu/>)

UF Affirmative Action Office ([http://hr.ufl.edu/wp-content/uploads/publications/2014\\_15AffirmativeActionPlanExecutiveSummary.pdf](http://hr.ufl.edu/wp-content/uploads/publications/2014_15AffirmativeActionPlanExecutiveSummary.pdf))

Ombudsman

UF Ombudsman, undergraduate, graduate, and professional schools

(<http://www.ombudsman.ufl.edu/>)

ADA Compliance Office (<http://www.ehs.ufl.edu/programs/ada/>)

And also see: <http://accessibility.ufl.edu>

Graduate Catalog (<http://gradcatalog.ufl.edu>)

SLHS Homepage (<http://www.slhs.php.ufl.edu>)

### **AuD Program Grievance Policy**

The University link, <https://regulations.ufl.edu/wp-content/uploads/2012/09/4012.pdf>, outlines the policies and procedures that govern formal students' complaints/grievances.

In general, it appears the grievance process has multiple steps: (quoted from the regs of UF)

- 1) The student is strongly encouraged to discuss his or her grievance with the person alleged to have caused the grievance.
- 2) If the student decides not to do step 1 or step 1 has no effect, the student can present the grievance in writing to the next level supervisor, which would be the program director or the chair of the department. The latter person conducts an informal inquiry to resolve any factual disputes.

- 3) The student can request that a Grievance Committee of 3 people be convened to conduct an investigation. The supervisor in #2 above must lay out the issues and the scope of the investigation in a letter to this committee.
- 4) The committee is considered a fact-finding panel that will determine the facts and report them to the supervisor.
- 5) Based on the facts established by the committee, the chair determines the disposition of the grievance and reports it to the student.
- 6) If the student is not satisfied they may appeal the disposition of the grievance within 5 days, send a letter describing the grievance and letter regarding the disposition of the grievance to Dean of the Graduate School or the “appropriate Vice President” (there is a long list, depending on what the grievance is about.)

In addition:

- If your concern is related to clinical practicum, you should bring the concern to the Coordinator of Clinical Education, Dr. Krista Fitzgerald ([fitzgeraldk@phhp.ufl.edu](mailto:fitzgeraldk@phhp.ufl.edu)).
- If your concern is related to the academic side of your program, you should bring the concern to the AuD Program Director, Dr. Jill Raney ([jraney@phhp.ufl.edu](mailto:jraney@phhp.ufl.edu)).
- If this resolution is not acceptable, you are advised to take the concern to the department chair, Dr. Susan Nittrouer ([snittrouer@phhp.ufl.edu](mailto:snittrouer@phhp.ufl.edu)).
- If you feel the need to pursue a grievance further, you may contact the college dean's office, Dr. Amy Blue ([amy.blue@phhp.ufl.edu](mailto:amy.blue@phhp.ufl.edu)).
- And you may further pursue any grievances with Mr. Ronald Anderson, the University Ombudsman ([randerson@aa.ufl.edu](mailto:randerson@aa.ufl.edu)): 31 Tigert Hall PO Box 113155 Gainesville, FL 32611-3155; 352-392-1308. (You may wish to use the student concern form.)
- Please also know that you may bring any concerns you have regarding our program to the Council on Academic Accreditation at:  
Chair, Council on Academic Accreditation  
American Speech-Language-Hearing Association  
2200 Research Boulevard#310, Rockville, Maryland 20850.

## ***AUD PROGRAM POLICIES AND PROCEDURES***

### **AuD Program Dress Code**

Please keep in mind that you will be in professional clinics, and as professionals we need to dress the part. Outfits that are trendy are not necessarily appropriate for the clinical situation. If you are not dressed appropriately you may be asked to leave clinic. You will be required to make up that clinic day.

GENTLEMEN:

Nice slacks that have been ironed; a button down shirt and tie; dress shoes.

#### LADIES:

Tops: Blouses need to be long enough to be tucked in; No tank tops or spaghetti straps without a jacket or sweater.

Slacks: Nice slacks that have been ironed.

Skirts: Skirts should be long enough for you and your patient not to feel uncomfortable when you are bending over, and should be no shorter than 2" above the knee.

Dresses: No spaghetti strap dresses without a jacket or sweater.

Shoes: No flip-flops or beach shoes; dress sandals are acceptable depending on the clinical setting; Clean tennis shoes are acceptable for specific clinical settings (please consult your individual preceptor).

#### **UNACCEPTABLE** items include:

Jeans, shorts, loose shirttails, halter tops, overalls, tank tops, thong sandals, tight pants (e.g., stirrup pants), sweat suits/sweatshirts, casual oversized shirts, tight shirts, sun dresses, strapless dresses, miniskirts.

\*\*There should be no more than two earrings per ear, and no other visible pierced jewelry. Tattoos should not be visible; if in a visible spot, they should be covered completely while in clinic.

### **Professional Behaviors for Audiology Students**

- Appropriate language.
- Respect to preceptor and patient.
- Strict adherence to HIPAA policies.
- Professional appearance and dress.

Consistent attendance. Preceptor must receive prior written request to be excused from clinic, except in the case of family and/or medical emergencies, for which prompt notification is expected. Please see below for detailed information regarding clinical absences.

Students are expected to show up at least 20 minutes prior to the scheduled start time or requested time of clinical site to complete the necessary preparations for clinic as well as be prepared for scheduled clinical activities.

1. All students are informed of these rules at the beginning of the program.
2. First offenses will be brought up before the AuD faculty and the student's clinic grade will be dropped one letter grade.
3. After the second offense, the student may be dismissed from the AuD program.

### **AuD Program Clinic Absence Policy**

In order to provide the best clinical experience for our students the following attendance policy is in place:

Students must notify and get approval from their assigned preceptor(s) ahead of any planned absence. In the event of illness, the student should contact their preceptor as soon as possible to notify them of the absence. Students are required to make up all missed clinic days after the first absence each semester. All subsequent absences throughout the semester must be made up as coordinated with the assigned preceptor. Due to limited space in clinical rotations, make-up clinics may have to be arranged during semester breaks. In cases of illness or family emergency, appropriate documentation will be required within 48 hours of return to clinic.

Students are excused from clinic to attend one approved conference a year (for a maximum of three days). Approval must be secured through completion of the required travel authorization form (available on the AuD student center). If a student is approved to attend more than one conference, all additional missed clinics must be made up and should be scheduled prior to the conference. If the days are not made up an incomplete grade will be assigned for that semester.

Students in their third year of the AuD program will be permitted one additional absence from clinic without make-up to facilitate completion of externship interviews. Advance approval of the assigned preceptor(s) is still required.

## **Etiquette, Academic Integrity, and Professionalism**

### **Etiquette & Professional Behavior**

All students are expected to follow rules of common courtesy in all email messages, class discussions, and activities.

- When you are in class, students should participate and show active engagement.
- Chronic engagement in off task activities such as checking Facebook posts or texting classmates or others are signs of unprofessional behavior and can adversely affect your grade in a class or a clinic practicum. Professionalism is also an aspect of Clinical Certification. Do not jeopardize your reputation for professionalism by chronically engaging in off task activities! A simple solution to this problem is simply to turn off your cell phone during class.

Students are expected to arrive to class on time and to participate once in class. If you must miss a class for any reason, notify the instructor.

Most graduate classes and all clinical practicum sites have attendance policies. Be sure you understand the policy at each site, and follow their stated procedures for absence notification carefully. Failure to comply with attendance policies will affect your grades for professionalism and your overall grade, as well.

“Rumor Mills”: Many class cohorts develop Facebook Groups. While these groups probably have many positive elements, we also have found that they are a breeding ground for misinformation! If you have questions or concerns about some aspect of the program please speak with either the Program Director (Dr. Raney) or the Coordinator of Clinical Education (Dr. Fitzgerald). We can provide you with accurate information!

**Academic Integrity:**

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. In addition to managing one’s own behavior, students also are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or these web sites for more details:

- UF Dean of Students Office: Student Handbook & Student Honor Code
- <https://sccr.dso.ufl.edu/students/student-conduct-code/>
- UF Graduate School Student Handbook (see UF Graduate School website)

**CONTACT INFORMATION****AuD Program**

NAME	POSITION	E-MAIL	OFFICE/TELEPHONE
Susan Nittrouer, Ph.D.	Professor & Department Chair	<a href="mailto:snittrouer@php.ufl.edu">snittrouer@php.ufl.edu</a>	HPNP 2147 273-5303
Jill Raney, Ph.D.	Clinical Associate Professor & AuD Program Director	<a href="mailto:jraney@php.ufl.edu">jraney@php.ufl.edu</a>	HPNP 2146 273-9716
Krista Fitzgerald, AuD, CCC-A, CNIM	Clinical Assistant Professor & Coordinator of Clinical Education	<a href="mailto:fitzgeraldk@php.ufl.edu">fitzgeraldk@php.ufl.edu</a>	HPNP 2144 273-6565

Aaron McEnergy	Program Assistant	<a href="mailto:amcenery@phhp.ufl.edu">amcenery@phhp.ufl.edu</a>	HPNP 2149 273-5128

### ***AuD Faculty***

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Shinichi Someya, Ph.D.	<a href="mailto:someya@ufl.edu">someya@ufl.edu</a>	294-5167

### ***Speech, Language and Hearing Sciences Staff***

Name/Title	Contact Information	Areas of Responsibility
Meghan Jacobsen	2147 HPNP (352) 294-5101 <a href="mailto:meghanpjacobsen@phhp.ufl.edu">meghanpjacobsen@phhp.ufl.edu</a>	Administrative Assistant to Chair
Sue Beebe	2148 HPNP (352) 273-6071 <a href="mailto:sueb@phhp.ufl.edu">sueb@phhp.ufl.edu</a>	Department Business Manager
Eileen Phillips	2143 HPNP (352) 273-5294 <a href="mailto:Eileen99@phhp.ufl.edu">Eileen99@phhp.ufl.edu</a>	Travel and Purchasing
Brenda McDonnell	2141 HPNP (352) 294-8675 <a href="mailto:bmcdonnell@phhp.ufl.edu">bmcdonnell@phhp.ufl.edu</a>	Undergraduate Coordinator

### ***Liability Insurance***

Students in the AuD program are required to obtain Liability Insurance coverage such as that provided from HPSO. A link and information is provided below.

<http://www.hpso.com/individuals/professional-liability/student-malpractice-insurance-coverage-description>

## **Licensure and Certification**

You will be required to have an Audiology license in the state you choose to practice. You may also choose to obtain clinical certification which is available from both ASHA and the ABA.

### **ASHA Certification:**

The Certificate of Clinical Competence in Audiology (CCC-A) is a voluntary certification that many audiologists choose to obtain. Acquiring certification from ASHA can enhance your opportunities for employment and mobility, because the CCC-A is recognized by the regulatory agencies governing audiology licensure or registration in most states. The CCC-A assures the consumers of your services and the health care professionals with whom you interact that through your work to meet rigorous educational standards and participation in continuing professional education activities you have the knowledge and skills to provide high quality clinical services.

<http://www.asha.org/certification/AudCertification/>

### **ABA Certification:**

Certification from the American Board of Audiology is another voluntary certification available to audiologists. According to the ABA: "Becoming Board Certified in Audiology® is the first step toward taking your practice to a higher professional level. Our certified audiologists have successfully completed a course of graduate study in audiology from a regionally accredited university and have earned a doctoral degree in audiology.

"In addition, our certificants have completed a minimum of 2,000 hours of mentored professional practice. AuD student externship/internship hours may be used to meet the 2,000-hour eligibility requirement. Mentors must be state licensed Audiologists - a mentor does not need to hold an ABA Credential or ASHA CCC-A.

"In order to ensure that our certificants are up-to-date on the latest technologies and findings in audiology, we require them to engage in continuous learning and to recertify every three years. Applicants for renewal must demonstrate that they have earned 60 hours of approved continuing education within that three-year period."

<http://www.boardofaudiology.org/board-certified-in-audiology/>





**Department of Speech,  
Clinical Doctor of Audiology**



**Language and Hearing Sciences  
(Au.D.) Program**

Au.D. Handbook Signature Page

By signing below, I acknowledge that I have read the Au.D. Student Handbook. I agree to abide by all College and University Policies and Procedures while an Au.D. student in the University of Florida College of Public Health and Health Professions.

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Name (Printed):** \_\_\_\_\_