In addition to SJSU Student Code of Conduct, Academic Catalogue, and all University rules, policies, procedures, guidelines, and requirements, all students enrolled in a graduate program in the Department of Audiology are subject to the terms set forth in this Handbook, as revised from time to time at the University’s sole discretion. If the Handbook is revised, students are subject to the updated Handbook terms. If any terms of this Handbook are inconsistent with University policy, the policy of the University prevails. This Handbook is provided for informational purposes only and is not a contract, expressed or implied. Further, this Handbook is not intended to confer any rights or benefits.
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Welcome!

Welcome to San José State University’s Doctor of Audiology (AuD) program. We hope that you will find your experience at SJSU and the Department to be both challenging and rewarding.

The AuD Student Handbook (henceforth known as the “Graduate Student Handbook”) is intended to serve as a supplement to the following important sources of information available to you via SJSU’s website (www.sjsu.edu):

- **SJSU Catalog** at http://info.sjsu.edu/home/catalog.html
  - Specifically, *graduate information and requirements* are at http://info.sjsu.edu/web-dbgen/narr/policies/rec-15458.15620.html
- Policies and forms on SJSU’s Office of Graduate Studies website at http://www.sjsu.edu/gup/gradstudies/
  - *Graduate Admissions and Program Evaluations* at [http://www.sjsu.edu/gape/](http://www.sjsu.edu/gape/)

This Graduate Student Handbook has been prepared to provide you with an overview and a guide to important information about the AuD program to assist you in steering your way through your program of study, your clinical experiences, including your 4th year externship, and the licensure/certification process. This Handbook is the primary source of information regarding policies, regulations, and academic and clinical requirements necessary to complete the AuD degree. The Graduate Student Handbook is not meant to be an exhaustive collection of all SJSU and departmental policies; instead, it serves as a supplement to the SJSU Graduate Catalog and other official SJSU policies and procedures documents pertaining to students. We ask that you keep this Handbook throughout your association with the Department of Audiology and with your personal professional records thereafter. The information it contains will help you to plan your progress through the program, and it may be useful at a later date for documenting aspects of your graduate experience.

While enrolled in the program, you are responsible for being informed about all rules, regulations, and procedures required for graduate studies, in general, and the AuD program, in particular.

**Please note that the information in this Handbook is subject to change as University, Departmental, and accreditation policies are updated. Changes may also be made when recommended by the faculty to address emergent issues. If and when such changes occur, you will be informed through e-mail from the Department Chair. Moreover, the application of policies to particular cases may vary with the special circumstances related to individual students.** As you progress through your program, you may experience additional questions and concerns that are not addressed formally in Departmental or University publications. In these cases, we encourage you to seek information from your faculty academic advisor, the Clinical Training Coordinator, or the Department Chair. Other academic and clinical faculty
members are also available for advice, guidance, and consultation regarding all academic and clinical requirements, policies, and procedures.

The AuD program of study is a rigorous, full-time four-year program that is designed to meet the academic and clinical requirements and standards set forth both by the Accreditation Commission for Audiology Education (ACAE) and the Council on Academic Accreditation (CAA). Following completion of the program, students will be eligible to apply for a state license in audiology. The requirements and pathways for obtaining a state license in California are given on the website of the California Speech-Language Pathology & Audiology &Hearing Aid Dispensing Board.

As of August, 2020, the AuD program has been granted “developing” status by the Accreditation Commission for Audiology Education (ACAE). Documents pertaining to program accreditation standards are available on the ACAE website. Documents pertaining to membership in the American Academy of Audiology and the code of ethics are available on the AAA website. Board Certification in Audiology from the American Board of Audiology (ABA). Graduates of an AuD Program are eligible for the entry-level Board Certification from the American Academy of Audiology. Specialty certification may be obtained after experience and continuing education in specialty areas. For more information, please go to http://www.boardofaudiology.org/

As of August, 2020, the AuD program has received “candidacy” status from The Council on Academic Accreditation (CAA) of the American Speech-Language and Hearing Association (ASHA). In compliance with the CAA, we ask that you become familiar with three cardinal documents, available at www.asha.org:

- ASHA’s Code of Ethics
- ASHA’s Membership and Certification Handbook
- The Scope of Practice in Audiology

Graduates of the AuD program may wish to apply for the Certificate of Clinical Competence in Audiology (CCC-A) from the American Speech-Language-Hearing Association (ASHA). Note that eligibility for CCC-A requires the completion of clinical hours that have been supervised by an audiologist who holds CCC-A. The hours requirement will change for students who apply for CCC-A in 2021; students should refer to the ASHA webpage for specifics.

The AuD faculty look forward to collaborating with you as you progress through the program. We hope that you will take advantage of all that the Department and the University have to offer. Note that faculty advisors are available to support you, but the responsibility for completing all requirements, for conforming to current policies, and for meeting all deadlines is ultimately your own.
I. Program Overview

Mission and Program Learning Outcomes

The Department of Audiology is housed in the College of Health and Human Sciences at San José State University. The Department upholds the vision, missions, values, goals, of both the college and the university.

The AuD offers students a broad academic curriculum, comprehensive clinical experiences, and ongoing research opportunities in hearing and balance disorders. It affords opportunities for interprofessional education and collaboration. The Department mission statement is as follows:

*The mission of the AuD program is to provide students with an academic and clinical educational program that emphasizes a solid theoretical framework and facilitates learning outstanding clinical skills for providing high-quality services to individuals with hearing and balance disorders in our community. Graduates of our program will be ethical; culturally sensitive; committed to evidence-based practices; prepared to assume leadership roles; and experienced in, and appreciative of, an interprofessional team approach to patient care.*

The broader program learning outcomes (PLOs) fall into five distinct categories that were designed to parallel our university’s learning goals, as follows:

PLO 1) Specialized Knowledge: Students will recall, apply, and synthesize their knowledge of the hearing and balance mechanisms, including normal processes, disorders, and treatments.

PLO1a) Students will demonstrate knowledge and skill competencies outlined by the Council on Academic Accreditation (CAA) and the Accreditation Commission for Audiology Education (ACAE).

PLO 2) Social Responsibilities: Students will summarize and describe the contexts in which they may practice audiology and advise patients, with attention to local and culturally sensitive models of health care.

PLO2a) Students will demonstrate the ability to act ethically, intentionally, and conscientiously regarding issues related to inclusion and diversity.

PLO 3) Intellectual Skills: Students will correctly interpret theories, assumptions, and protocols appropriate to audiology practice (i.e., diagnosis and treatment) within quantitative and qualitative methodologies. They will also demonstrate the ability to think critically and creatively, effectively communicate, gather and process information thoroughly and ethically, write in a scientific voice, and engage in interprofessional activities.

PLO 4) Integrative Knowledge and Skills: Students will design, complete, and present a scholarly research project that will reflect the depth of contemporary audiology knowledge and contribute to knowledge in hearing science or to improvements in audiology practice, policy, or...
client outcomes.

PLO 5) Applied Knowledge and Skills: Students will apply classroom theories and prior clinical experiences to new clinical settings, age groups, disorders, technologies, and devices, with increasing speed, effectiveness, and independence.

Faculty

The Department of Audiology has a Department Chair (Dr. Shaum Bhagat, Professor), one tenured faculty member (Dr. June McCullough, Professor), one Clinical Training Coordinator (Dr. Jody Winzelberg), and one tenure-track faculty member (Dr. Adam Svec, Assistant Professor). Please see the department webpage for more information about our faculty.

Administrative Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Administrative Position</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. Bissell</td>
<td>Program Analyst</td>
<td>MQH 407</td>
<td>924-8678</td>
<td><a href="mailto:shealyn.bissell@sjsu.edu">shealyn.bissell@sjsu.edu</a></td>
</tr>
</tbody>
</table>

Physical Facilities

The Department of Audiology office is located in MacQuarrie Hall 407. The building houses the Department’s academic and faculty offices and is accessible to individuals with mobility challenges.

Departmental Information

Department Mailing Address: Department of Audiology
One Washington Square
San José, CA 95192

Department Office: MacQuarrie Hall 407
Department Phone: 408.924.8678

Website: www.sjsu.edu/aud

Hours of Operations
The use of Department facilities is limited to times during which either the Department administrative staff and/or a faculty member are present. If a responsible administrative or faculty person is not present, the Department will be locked and unavailable for use. Typical hours of operation are as follows (except on holidays and the Fall 2020 semester):

- Mondays through Thursdays - 8:00 am. to 5:30 pm.
- Fridays – 8:30 am. to 5:30 pm.

Get Involved!

You are encouraged to get involved and participate in student organizations. Here at SJSU and in the Department of Audiology we want you to “Power Silicon Valley.” Several organizations to explore include the California Academy of Audiology; the California Speech-Language-Hearing Association; the American Academy of Audiology; the American Speech-Language-Hearing Association; the Student Academy of Audiology; and the National Student Speech-Language-Hearing Association. The following is information about several of these key organizations:

The California Academy of Audiology is the state organization representing audiologists. It sponsors an AuD student group and provides information regarding volunteer opportunities and certification/licensure requirements for AuD students in the state. Visit the [CAA website](http://www.ca-audiology.org) for more details.

The California Speech-Language-Hearing Association (CSHA) is the state organization representing speech-language pathologists and audiologists. The [CSHA website](http://www.csha.org) includes information regarding membership and volunteer opportunities. District 4 of the California Speech-Language-Hearing Association is the local district for the Bay Area.

The Student Academy of Audiology (SAA) is the national student organization of the American Academy of Audiology. According to the AAA website, the SAA serves as a collective voice for students and advances the rights, interests, and welfare of students pursuing careers in audiology. The SAA introduces students to lifelong involvement in activities that promote and advance the profession of audiology, and provides services, information, education, representation and advocacy for the profession and the public we serve.

NSSLHA (National Student Speech-Language-Hearing Association) is for graduate and undergraduate students interested in the study of normal and disordered human communication behaviors. It is officially recognized by the American Speech-Language-Hearing Association (ASHA). The SJSU chapter of NSSLHA participates in a variety of community events and fundraisers throughout the year. NSSLHA membership is available to full- or part-time undergraduate and graduate students in CDS and AuD. NSSLHA members are entitled to several benefits-- NSSLHA publications, the ASHA Leader, a choice of one ASHA journal, reduced registration fees for the annual ASHA Convention, and significant savings on the first year of ASHA membership. Visit [NSSLHA's website](http://www.nsslha.org) at http://www.nsslha.org to find out how to join.
II. Admissions and Eligibility Requirements

Admissions Requirements:

The following are the requirements for program admission:

1. Completion of a baccalaureate degree earned at an institution accredited by a regional accrediting association, or an equivalent academic preparation as determined by the appropriate campus authority (i.e., Graduate Admissions and Program Evaluation [GAPE]);
2. An overall GPA of 3.0 or better in all undergraduate and graduate coursework;
3. Completion of prerequisite courses in a) statistics; b) biological science; c) physics or chemistry; d) social or behavioral science (psychology, sociology, anthropology, or others involving human behavior); and e) American Sign Language (optional but preferred).
4. Submission of GRE scores with satisfactory performance (percentile TBD) on quantitative, verbal, and analytic portions of the exam; The GRE must be taken within five years of application.
5. An applicant-authored statement of purpose reflecting a commitment to audiology, including the applicant’s preparation for training in this profession, aptitude and motivation, commitment to working with diverse populations and the basis for interest in audiology and specifically, the SJSU program of study;
6. Three letters of recommendation;
7. Resume; and
8. Documentation of 20 hours of observation in an audiological clinic or private practice.

Essential Functions

Operating within the scope of accreditation standards, the Department has the freedom and ultimate responsibility for (1) the selection of students, (2) the design, implementation, and evaluation of the curriculum, (3) the evaluation of student progress, and (4) the determination of who should be awarded a degree. Faculty and professional staff in the Department of Audiology also have a responsibility for the welfare of patients tested, treated, or otherwise impacted by AuD students. The Department has a responsibility to the public to assure that its graduates can become fully competent professionals, capable of delivering quality services in a timely manner and preserving the wellbeing of the patients they serve. Thus, it is important that the persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice audiology.

To acquire the knowledge and skills required by accreditation bodies in the practice of
audiology, to function in a wide variety of clinical situations, and to render many different kinds of client services, students enrolled in the AuD program at SJSU must have skills and attributes in six specific areas, called “essential academic/clinical requirements” as defined by Schwartz et al (2007). These areas are:

- Communication
- Intellectual/Cognitive
- Health/Vitality
- Motor
- Sensory/Observational
- Behavioral/Social

Essential academic/clinical functions 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.

Academic and clinical faculty are charged with evaluating students with respect to their performance on the essential academic/clinical requirements presented below. To be qualified for the study of audiology at SJSU, students must be able to meet both our eligibility requirements and essential academic and clinical requirements with or without reasonable modifications. A modification is viewed as a means of assisting students with disabilities to meet essential standards by providing them with an equal opportunity to participate in all aspects of each course or clinical experience. (Reasonable modifications are not intended to guarantee that students will be successful in meeting the requirements of any one course or clinical education).

The Department of Audiology acknowledges its responsibility to provide reasonable modifications to individuals with disabilities per the requirements of Section 504 of the Vocational Rehabilitation Act of 1973 (U.S. Department of Education, 2010; see https://www2.ed.gov/about/offices/list/ocr/504faq.html) and Title II of the Americans With Disabilities Act (see https://www.ada.gov/regs2010/titleii_2010/titleii_2010_regulations.htm). However, the burden is on the student to demonstrate that he/she can meet the essential academic/clinical requirements of the program. If students feel they are unable to meet these standards due to a disability, it is their responsibility to register as a student with a disability with SJSU’s Accessible Education Center (AEC) (see additional information below on Students with Disabilities) and to contact the appropriate faculty member(s) to seek reasonable modifications.

Prior to registration in courses and clinics, admitted students are required to review and acknowledge capacity to fulfill these essential functions. Students with oral proficiencies below that necessary to fulfill professional clinical intervention and requirements will be enrolled in a clinical program(s) to improve proficiency. Failure to meet or maintain the Essential Functions may result in a recommendation for dismissal from the program.
The Essential Functions are fully described below. The starred items indicate skills that are more inherent and should be present when a student begins the program (Schwartz et al, 2007).

**Essential Functions for Admission, Retention, and Graduation to the AuD program:**

**COMMUNICATION**

A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language. *
  - Students with first languages other than English may be required to demonstrate documentation of required TOEFL scores per graduate admission requirements
  - Students with oral proficiencies below that necessary to fulfill professional clinical intervention and requirements will be enrolled in a clinical program(s) to improve proficiency. Students who cannot remediate oral competencies may be advised to withdraw from the program.
- Possess reading and writing skills sufficient to meet curricular and clinical demands.*
- 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. *
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of coursework and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

**MOTOR**

A student must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities.*
- Respond quickly to provide a safe environment for patients in emergency situations including fire, choking, etc.*
- Access transportation to clinical and academic placements.*
- Participate in classroom and clinical activities for the defined workday.*
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g. durable medical equipment, including hearing devices) in a safe manner.
• Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).

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

• Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.*

• Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.

• Solve problems, reason, and make sound clinical judgments inpatient assessment, diagnostic and therapeutic plan and implementation.

• Self-evaluate, identify, and communicate limits of one’s own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.

• Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

SENSORY/OBSERVATIONAL
A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

• Visually and auditorily identify normal and disordered communication.

• Identify the need for alternative modalities of communication.

• Visualize and identify anatomic structures.

• Visualize and discriminate imaging findings.

• Identify and discriminate findings on imaging studies.

• Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

• Recognize when a client’s family 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:

• Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.*

• Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.*

• Conduct oneself in an ethical and legal manner, upholding the AAA and ASHA Code of
Ethics and university and federal privacy policies.*

- 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.*
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

Non-Discrimination Policy

The California State University does not discriminate on the basis of race, color, ethnicity, national origin, age, genetic information, religion or veteran status in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. The California State University does not discriminate on the basis of disability in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in all education programs and activities operated by the university (both on and off campus).

Accommodations

The Department of Audiology is committed to upholding the mission of the Accessible Education Center at San José State University by supporting educational development and success of students with disabilities in a student-centered and professional environment. However, students must be able to perform the essential functions necessary to practice as an audiologist with or without reasonable accommodations for successful completion of the AuD and state licensure requirements. Although inquiry of disability is not permitted as part of the admissions process, students are urged to review the essential functions and standards prior to entering the program. Students requiring accommodations are responsible for providing appropriate documentation of their disability and to seek support from the SJSU Accessible Education Center.

(Citations:


the Annual Meeting of the Council on Academic Programs in Communication Sciences and Disorders.)

Upon admission to the Department of Audiology, all students must sign a form acknowledging that they have read and understand the essential functions. Students who may have concerns about meeting these expectations are advised to meet with the Department Chair. If a student feels that he/she requires reasonable accommodation for didactic and/or clinical components of the program, he/she must register as a student with a disability with the Accessible Education Center (aec@sjsu.edu) on campus, and contact the Chair and the appropriate faculty member(s) to seek reasonable accommodations. Due to the time it takes to properly evaluate a student’s needs and to implement reasonable accommodations, it is recommended that students request accommodations as early as possible. While it is possible that need for reasonable accommodation may arise unexpectedly, it is preferable to make a request for accommodation at least 30 days before the start of a course or clinical education experience. The student should also contact the Program Director or Chair to discuss reasonable accommodations.

III. Curriculum Overview and General Policies

Academic Program

The AuD program is a full-time program (110 units) designed to be completed in 11 semesters, including summer session. The program consists of 72 units of academic courses, 30 units of clinical experiences, and 8 units for designing, completing, and presenting the findings of a scholarly research project. English is the language of instruction throughout the curriculum. The program road map (Appendix A) lists the courses and clinics that students will take each semester of the program. Complete course descriptions are found on the AuD webpage.

During their first semester of enrollment, students will sign a Candidacy Form, which outlines the graduate plan of study. Once created, the Candidacy Form may not be altered solely due to poor academic performance. Students must maintain satisfactory progress (defined in a following section of the Handbook) in all courses. The Candidacy Form serves as an agreement between the student, the Department, and the University. Changes to the Candidacy Form will only be approved under extraordinary circumstances and must be approved by the Department Chair.

In addition to successfully completing all courses and clinical experiences, students must pass a qualifying examination at the end of Year 1, and a written comprehensive examination at the end of Year 2. They also must pass an oral examination at the end of Year 3, prior to their fourth-year externship. They must also complete and present their doctoral research project at the end of Year 3. Details regarding these evaluation milestones will be presented in a later section of this handbook.
**Clinical Program**

The clinical coursework sequence occurs across all 11 semesters of the program. Clinical courses are designed to give students multiple and varied opportunities for clinical skill development in community settings. Clinical experiences begin in the first semester of the graduate program. Clinical assignments are based on student, clinic, and program needs, and will be made by the Clinical Training Coordinator in consultation with each student. Clinical assignments provide opportunities for students to integrate and apply learning at progressively higher levels of performance and independence.

**Academic Calendar**

The full academic calendar is provided to incoming graduate students at or before orientation. Students should be aware that clinical experiences may be extended due to the schedule maintained by the site, weather or other unexpected closures, or if a student requires more opportunities to achieve competency and/or required hours. Such extensions will be achieved through mutual agreement with the clinical site.

**Retention of Records**

The Department of Audiology archives graduate student files for 5 (five) years following graduation from the degree program. After the 5th year, files are destroyed. During the five years post-graduation, graduate student alumni can request documents from her/his academic file by completing the Graduate Student Records Retention Policy form and submitting it to the Department Chair.

**Certification and Licensure**

The University makes no representations, warranties, guarantees, or promises regarding an individual’s ability to obtain licensure, certification, or employment.

**Privacy Rights of Students/Family Educational Rights and Privacy Act (FERPA)**

Students should be aware of the University’s [policy on the rights to privacy](http://www.sjsu.edu/registrar/students/ferpa/) related to students available at http://www.sjsu.edu/registrar/students/ferpa/.

Educational records refer to:

- the records and information contained in each student’s file including electronic and/or paper records,
- 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.

Except as otherwise permitted or required by law or policy, the Department of Audiology may not release any records or information regarding a student’s academic performance to an outside agency or entity without the written consent of the student. For example, unless a student provides written permission, faculty and staff members may not consult with external clinical educators or preceptors. Therefore, it is necessary for the Department to have the
student’s written consent to release such information. Each student is asked to sign, as appropriate, the Student Consent for Sharing Information form, authorizing the Department to communicate with outside entities on the student’s behalf. The student’s consent will remain in effect until written notification is received rescinding the student’s authorization.

Students may also be asked to provide permission to share information for other disclosures such as scholarship recommendations or to serve as a reference for employment.

Notice of Nondiscrimination Policy

San José State University does not discriminate on the basis of Age, Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color and ancestry), Religion (or religious creed), and Veteran or Military Status. This policy applies to all SJSU students, faculty and staff programs, and activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in all education programs and activities operated by the university (both on and off campus). The California State University does not discriminate on the basis of disability in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. For more information, please the SJSU website here at http://info.sjsu.edu/web-dbgen/narr/static/policies/nondiscrimination.html.

Questions regarding this policy should be directed to the Office of Equity and Diversity, 408-924-1115.

Student Conduct

SJSU seeks to maintain conditions favorable to learning for all students, staff, and faculty and this includes maintaining respect for self and for others, integrity in and out of the classroom, and responsible social conduct. In keeping with these goals, the Department of Audiology adheres to the university’s Student Conduct Code available at http://www.sjsu.edu/studentconduct/policies/

Ethics

In preparation for a professional career, all students are also expected to comply with the codes of ethics of the American Academy of Audiology and the American Speech-Language-Hearing Association (ASHA). These ethical codes are summarized in this document and are accessible in their entirety on the AAA and ASHA websites, respectively.

Learning Support Services for Students with Disabilities

Services and accommodations are available to students with disabilities. SJSU requires appropriate documentation of a disability to provide accommodations related to academic or clinical standards. Students who require accommodations in any course must contact a counselor at the Accessible Education Center (AEC) who will meet with the student, review the documentation of the disability or other need that warrants accommodation, and discuss the services SJSU offers and provide documentation related to any accommodations recommended for specific courses. It is extremely important that students begin this process prior to arrival for
the graduate program and no later than the beginning of each semester thereafter. If new situations arise during a semester, students should make an appointment with AEC. Students are encouraged to work with faculty proactively to communicate and implement strategies for accommodation. More information about SJSU’s AEC is available at http://www.sjsu.edu/aec/.

**Student Withdrawal from One or More Courses**

Students who are considering dropping a course or otherwise reduce their course load should discuss options with their faculty advisor prior to initiating any action with the Registrar’s Office. Dropping a course may introduce substantial delays in completion of the graduate program for courses offered once a year or that serve as prerequisites for courses in subsequent semesters. Dropping courses may also reduce financial aid awards and students are strongly encouraged to consult with Financial Aid prior to initiating any action with the Registrar’s Office or any online cancellation of enrollment.

**Student Withdrawal from the Program & University**

A student may voluntarily withdraw from the program at any time, for any reason, with no intention of returning to the program. A withdrawal is an official exit from the university and does not hold a place in the program for the student. A student may reapply to the program at any time after withdrawing. A student who is withdrawing from the program is responsible for completing all the steps necessary to complete the process.

Students who are considering withdrawing from the full program should review the University Policies related to withdrawal and exiting the university [here](http://info.sjsu.edu/web-dbgen/narr/policies/rec-15458.15538.15556.15566.html).

The student should contact the Graduate Admissions and Program Evaluations Office with any questions about procedural steps related to withdrawal or leave of absence.

To withdraw, the student must submit a Graduate Petition for Course Drop/Semester Withdrawal form with all required signatures to Graduate Studies, a branch of Graduate and Undergraduate Programs.

If a student has been accused of an actionable offense, and withdraws from the program or the university before the administrative process takes place, that process shall move forward and the outcome will remain part of the student’s record.

A student who plans to return at a later date is advised to consider a Leave of Absence rather than Withdrawal.

**Leave of Absence (LOA)**

A student has the right to request a Leave of Absence (LOA) at any time due to medical, caregiving, military service, personal hardship, or educational reasons. After consultation with the student’s faculty advisor and Department Chair, a Leave of Absence Petition form needs to be completed, signed, and submitted to the Registrar’s Office.

International students must also notify the College of International and Extended Studies (CIES).
When circumstances arise that result in a student requesting a LOA, it will generally result in a single LOA being granted for up to four semesters. Students who extend or delay completion of the graduate program will be responsible for monitoring any changes required by state licensing boards to ensure continued eligibility for certification and/or licensure.

A student requesting a LOA is required to talk with relevant University offices (Registrar’s Office, Financial Aid, CIES), as appropriate, prior to requesting the LOA to understand the potential ramifications of taking time away from their studies. Students granted a LOA retain their admitted status; however, they are not registered and therefore do not retain the rights and privileges of registered students.

If a student requests a LOA after the university semester deadlines for course withdrawal have passed OR after the student has completed all requirements for a given course, the grades for the course/s will be recorded in that semester. If the student completes the semester with academic or professional behavior concerns the student may be referred for academic or unprofessional behavior review during a LOA. This policy is in place to prevent the use of the LOA in lieu of suspension or dismissal (i.e., to avoid the consequences for substandard performance or inadequate progress).

Once the LOA is requested, a written Action Plan will be created for the student by the Chair of the Department of Audiology in consultation with the student and the student’s faculty advisor. The Action Plan will outline the length of the LOA and the plan for return to enrollment, including any modifications that might need to be made to the student’s plan of study. A copy of the plan will be sent to the student and the plan will be retained in the student’s academic file. Such plans may be adjusted during the student’s absence related to scheduling of course offerings, internal curricular changes, modifications due changes in accreditation standards, etc. A student on leave is required to maintain an understanding of previous course materials and expertise. Upon return, the student may be required to demonstrate levels of proficiency to aid in the determination of placement in the curriculum. Upon return from a LOA a finalized Action Plan will be reviewed with the student and the updated plan will be retained in the student’s academic file. The student’s decision to re-enroll in the graduate program is an indication of agreement with the finalized Action Plan for degree completion.

A student who fails to return to their studies within 30 days after the planned end of their LOA and who does not contact the Department to generate a revised Action Plan will be assumed to have withdrawn from the program.

Deferment

SJSU does not defer admission, so if for any reason a student is unable to attend the first semester, the student will need to reapply to the university for the next semester they wish to attend.

Student Concerns, Complaints, or Grievances
Students who have concerns about anything or anyone related to the Department of Audiology are encouraged to express those concerns and to do so through a process appropriate to address the concern. The first step is nearly always to discuss the concerns directly with the person or persons involved. If the concern involves some aspect of an individual course or practicum experience, for example, the student should first discuss concerns with the instructor or clinical educator.

If the specific nature of the concern makes direct discussion with the person or persons involved impractical or if the student perceives that doing so would put the student at risk, the student is encouraged to discuss the concern with their faculty advisor. They may also voice their concern directly to the Department Chair.

If the student is not satisfied with the initial response to their concern the student should elevate the concern to the next level. For example, if the concern was brought to the course instructor, the next step would be to direct the concern to either their faculty advisor or to the Department Chair. If the concern was brought to the Chair, the next step would be to direct the concern to the Dean of the College of Health and Human Sciences. Complaints or grievances filed through the Dean will be handled according to those entities’ policies and procedures.

Any complaints directed to the Chair or Dean through the University grievance processes will be responded to within 5 university business days and will be retained in a file by the Chair including any written complaints, date of receipt, any investigation or notes from meetings with involved individuals, steps followed, and resolution.

Students with concerns related to any aspect of the program’s compliance with accreditation standards may at any time voice their concerns directly to the Accreditation Commission for Audiology Education (ACAE) and/or the Council on Academic Accreditation (CAA). The specific procedures for filing complaints are as follows:

Accreditation Commission for Audiology Education (ACAE) Policy and Procedures for Academic Complaints against Graduate Education Programs

Any individual may submit a complaint to the ACAE. Only complaints relating directly to the lack of compliance with the Accreditation Standards and requirements of accreditation will be considered.

Procedures for Filing a Complaint to the ACAE:

1. Complaints should be directed to the ACAE Director, ACAE 11480 Commerce Park Drive, Suite 220 Reston, VA 20191 Telephone: 202.986.9500

2. An individual or group desiring to file a complaint with the ACAE shall submit the complaint in writing, signed by the complainant, to the Executive Director. The complaint should be specific in detail and include whatever documentation is available to support the complaint. Upon request and at the discretion of the ACAE Executive Director, ACAE may withhold or protect the identity of the complainant.

3. Upon receipt of the complaint, the Executive Director will forward within 10 business days, a copy to the Department Chair, for response and appropriate documentation. If the name of
The complainant is being withheld/protected, the Executive Director shall strike any personally identifiable information from the complaint prior to forwarding to the institution or program.

4. The Department Chair will have 30 business days to respond to the complaint, including providing appropriate documentation to support the response. The Executive Director of ACAE may grant an extension of time to respond to the complaint if in the Executive Director’s discretion an extension is warranted. A request for delay must be submitted in writing. If a site visit is scheduled within the response time frame, the response may be provided as set forth below.

5. If a site visit is scheduled within two months of the receipt of the complaint, the Executive Director will also refer the complaint to the chair of the evaluation team visiting the program for investigation and action during the regular course of the evaluation process. The program will have an opportunity to respond during the course of the evaluation process.

6. The complaint and program response, including any supporting documentation will be turned over to the ACAE Board for its information. Simultaneously, the Executive Director, if feasible, will encourage informal efforts to resolve the matters that led to the complaint.

7. The ACAE Board shall take appropriate action, including but not limited to, dismissing the complaint, requiring a PSVR site visit or scheduling a full site visit.

8. Following review of the findings and complainant’s written comments, if any, the ACAE Board at the next regularly scheduled meeting shall make a determination with respect to the allegations of the complaint. Within 15 business days following the decision, a written report shall be prepared specifying the factual findings of the ACAE Board and the actions, if any, that the ACAE 23 Board will take with respect to the complaint. The program and complainant(s) will be provided with a copy of the ACAE Board decision.

**Council of Academic Accreditation (CAA) Policy and Procedures for Academic Complaints against Graduate Education Programs**

A complaint about any accredited program or program in candidacy status may be submitted by any individual(s).

**Criteria for Complaints:**

Complaints about programs must meet all of the following criteria:

1. be against an accredited graduate education program or program in candidacy status in Audiology or Speech-Language Pathology;

2. relate to the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, including the relationship of the complaint to the accreditation standards;

3. be clearly described, including the specific nature of the charge and the data to support the charge; and

4. be within the timelines specified below:
• if the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;
• if the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred;
• if the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed. NOTE: For graduates, former students, or former faculty or staff filing a complaint, the date of separation should be the date on which the individual was no longer considered a student in or an employee of the graduate program (i.e., graduation, resignation, official notice of withdrawal or termination), and after any institutional grievance or other review processes have been concluded.

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 Accreditation 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— not via e-mail or as a facsimile— to: Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology American Speech-Language-Hearing Association 2200 Research Boulevard, #310 Rockville, MD 20850

The complainant's burden of proof is a preponderance, or greater weight, of the evidence. These procedures do not prevent the CAA from considering a complaint against an accredited or candidate program if the program is involved in litigation or other actions by a third party.

Summary of Time Lines

The following summarizes the time lines in the complaint process, beginning from the date a complaint is received:
• Complaint is acknowledged within 15 days of receipt and forwarded to CAA Executive Committee.
• If Executive Committee determines that complaint does not meet criteria for complaints, complainant is informed within 30 days that CAA will not investigate.
• If Executive Committee determines that complaint meets criteria, complainant is informed within 30 days of the determination that CAA will proceed with investigation.
• Complainant is given 30 days to sign waiver of confidentiality or withdraw the complaint.
• Within 15 days of receipt of waiver of confidentiality, the complaint is sent to the program for response, which must be submitted within 45 days. The program must submit its notice within
10 days of notification of the complaint whether it plans to file a response.

- Within 15 days of receipt of program's response, the chair forwards complaint and program response to CAA for review.
- Within 30 days, CAA determines course of action.
- If CAA determines that a site visit is necessary, it is scheduled and site visit team submits report to CAA within 30 days of visit.
- Within 15 days, the site visit report is forwarded to the program for its response within 30 days.
- CAA takes action within 21 days of program's response.
- If CAA withholds/withdraws accreditation, program is notified within 15 days of CAA's decision.
- Program has 30 days to request Further Consideration.
- If program does not request Further Consideration, decision is final and CAA notifies Secretary of U.S. Department of Education; if program timely requests Further Consideration, CAA takes action within 30 days.
- CAA informs program and complainant within 15 days of decision following Further Consideration.

For more information please visit
http://www.asha.org/academic/accreditation/accredmanual/section8.htm
IV. Academic Program Policies and Student Resources

Graduate Curriculum

The AuD program follows a cohort model, so that each student will proceed through the same sequence of courses and clinical experiences.

The program is a full-time program (110 units) designed to be completed in 11 semesters, including summer session. The program consists of 72 units of academic courses, 30 units of clinical experiences, and 8 units for designing, completing, and presenting the findings of a scholarly research project. The program road map (Appendix A) lists the courses and clinics that students will take each semester of the program. Complete course descriptions are found on the AuD webpage.

The curriculum begins with foundational knowledge in the basic hearing sciences (anatomy, physiology, acoustics, psychoacoustics) and progresses to the application of the foundational material to identification, diagnosis, rehabilitation, and prevention of hearing and balance disorders. Similarly, clinical education begins with an understanding of the standard audiological test battery and progresses to more complex evaluations (i.e., electrophysiological and vestibular assessments). Research methods are taught early in the second year of study so that the principles of evidence-based practice can be applied in the subsequent academic and clinical courses. Principles of auditory rehabilitation are taught in sequence, beginning with the pediatric population and progressing to adults and elders. Each semester’s clinical rotations are expressly chosen to allow as much overlap as possible with the content of the academic courses.

Academic Standing

Students may be either in good academic standing, on warning, probation, or suspension for academic performance. To maintain good academic standing throughout their program, students must achieve satisfactory grades and demonstrate satisfactory progress toward achievement of every clinical competency specified by the program. Clinical competencies are demonstrated and evaluated continuously during clinical practica, externship placements, clinical and academic seminars, and through specific assessments associated with academic courses. Detailed information regarding evaluating clinical competencies are set forth in section V of this handbook.

Academic Course Grading Policies

The Department of Audiology uses an “A” through “F” grading scale including “+” and “-” for most academic coursework. The Academic Standards Policy is as follows:

1. Graduate students must maintain an overall GPA of 3.0 during each semester in the
2. A student whose overall GPA falls below 3.0 in any given semester is considered to be on administrative academic probation.

3. A student whose overall GPA falls below 3.0 for two consecutive semesters will be disqualified from the program.

4. If a student receives a grade below a B in any given course, that course will not be counted towards the graduation requirements and must be repeated the next time the course is offered.

5. A student on administrative academic probation will be placed on the waitlist for clinic.

6. A grade of D or lower in any single course will automatically result in a formal review by the Chair and will generally lead to dismissal from the program. A second substandard grade in the same or any subsequent semester will automatically result in a formal hearing and will generally result in dismissal from the program.

The following policies apply to the AuD clinical practicum courses:

Assignment to a clinical practicum course is an opportunity granted to students in good academic standing.

1. Students on administrative academic probation will be placed on a waitlist for clinic and assigned a clinical practicum course only with instructor consent.

2. While enrolled in a clinical practicum course, students who do not conduct themselves in a professional and ethical manner as indicated below will receive one warning. A second warning, or one instance of an egregious violation as determined by an AuD faculty panel consisting of the clinical educator, Clinical Training Coordinator, and Department Chair, will result in immediate administrative disqualification with no opportunity for reinstatement.
   a. Confidentiality/HIPAA
   b. Clinic dress code
   c. Respect for faculty/staff.
   d. Client care
   e. Following departmental policies and procedures (including applying for clinics)
   f. Honesty
   g. Academic Integrity
   h. Other (See Professional Dispositions on Clinical Evaluation Rubric)

3. Students must achieve a grade of “B” or better in all clinical practicum courses (see above).

4. Students receiving a grade of “B-“ or lower in any clinical practicum course are placed on administrative academic probation and must repeat the clinical practicum course the next time space permits.

5. The clinical practicum course and hours accrued will not count towards graduation requirements and must be repeated the next time the course is offered.

6. Students receiving a second grade of “B-“ or lower in any clinical practicum course is will be disqualified from the program with no opportunity for reinstatement.
7. If a student receives a grade of “B-” or lower in a clinical practicum course, and any score on the Professional Dispositions criteria (on Clinical Evaluation Rubric) is in the “unacceptable” range, he or she will be disqualified from the program with no opportunity for reinstatement.

8. Students cannot earn a non-clinical AuD degree. Students must pass all of the academic and clinical components of the program to be awarded an AuD.

The university has authorized the Department of Audiology to determine a graduate student’s fitness for the profession in dimensions that extend beyond course grading. Student dispositions for the profession of Audiology primarily come to light during clinical course work on site or in the field. Behavior or demeanor deemed to endanger patients or otherwise determined to be unprofessional or unsuitable for clinical practice is cause for immediate action of administrative-academic disqualification from the program.

Written documentation of the reasons for dismissal must accompany the action. The disqualification, which can occur without any probationary period, may be appealed to the University Academic Disqualification and Reinstatement Review Committee. The disqualification is technically from the AuD program only, not from the university as a whole. Because there is no unclassified status for graduate students, however, the action effectively disqualifies the student from the university unless another department or school agrees to accept the student into its program via a reapplication process.

For any disqualification delineated above, a student has the right to appeal to the Academic Disqualification and Reinstatement Review Committee at SJSU.

**Incomplete Grade**

Instructors may issue a grade of Incomplete only when the major portion of a course, practicum experience, seminar, or externship has been completed satisfactorily, but health or other emergency reasons prevent the student from finishing all requirements. Per university policy, the instructor and the student must discuss and complete an “incomplete contract” that includes a deadline by which all work will be completed.

For more information, please refer to [SJSU Policies](http://info.sjsu.edu/web-dbgen/narr/policies/rec-15458.15538.15570.15575.html).

**Substandard Grades**

Graduate students must maintain an overall GPA of 3.0 during each semester in the department. In graduate courses, all work below a ‘B’ is considered substandard (i.e., non-satisfactory). In clinical practica, a grade below ‘B’ is considered substandard.

**Appealing Final Grades in Academic Coursework**
If a student disagrees with their final grade in any academic course, students must notify the relevant instructor of their intent to contest the grade within five (5) university business days of the grading deadline for that semester. Students must then arrange a meeting with the faculty member to discuss the grade. If a student is not satisfied with the outcome of that discussion, they may appeal the grade to the Chair of the Department of Audiology, in writing, within five (5) university business days of meeting with the faculty member.

The Chair will meet with the student and the faculty member. The Chair makes a final decision about the student’s grade as recorded on the transcript.

**Disqualification**

Students whose graduate status GPA falls below 3.0 on two consecutive semesters will be disqualified from the degree program. Disqualified students will not be allowed to take additional courses in the AuD program.

A degree program may disqualify any student at any time when, if in its judgment, the individual is deemed incapable of successfully performing at required standards of excellence. Additionally, the program reserves the right to disqualify a student after admission to the program if, in the judgment of the faculty, the student fails to demonstrate and/or uphold the AAA and/or ASHA Code of Ethics during coursework and/or practice in the field. If a student is disqualified, reinstatement to graduate student status in the same program can occur only through a formal appeal process.

The disqualification, which can occur without any probationary period, may be appealed to the University Academic Disqualification and Reinstatement Review Committee.

**Qualifying, Written, and Oral Exams**

Students will take qualifying, written, and oral exams, respectively after each year of study in order to matriculate from Level 1 (introductory mastery of basic sciences and foundations of clinical practice) to Level 2 (developing mastery of increasingly complex topics in evaluation and treatment, as well as increased effectiveness in clinic) to Level 3 (advanced mastery of knowledge base and clinical skills).

*A. Year 1 Qualifying Exam:*

The purpose of the qualifying examination is to provide a focal point for students to integrate the information they obtained in the first year of the program. It is designed as an oral examination to acquaint the student with this form of evaluation procedure which they will again experience in their third year of study during comprehensive examinations. Students are expected to know specifics regarding content in all areas studied and be able to relate the knowledge across courses taken during the first year of the AuD program.

**Administration of the Examination**

The examination committee will consist of academic and clinical faculty. The examination will be given during orientation week of the student’s 3rd semester of study. Each member of the
committee will be allowed to ask questions or request clarification of an answer on any information the student should have obtained during their first year of study.

Grading of the Examination

To pass the qualifying examination, a simple majority of the attending Audiology faculty must concur that the student has demonstrated, based on a documented set of criteria, a knowledge base commensurate with the educational level at the time of the test. The student must demonstrate the ability to integrate the knowledge obtained in different classes to form a comprehensive response to academic and clinical questions. If the student does not obtain a passing vote, a remediation program will be provided for the student. The remediation program and successful completion of the qualifying examination must be completed prior to enrollment in the fifth semester. Failure of the student to pass the examination on the second attempt will be cause for dismissal from the program.

B. Year 2 Comprehensive Exam:

The comprehensive examination is an opportunity for students to integrate the academic and clinical information obtained during the program. It is an opportunity to reflect and discuss in a scholarly manner the variety of theoretical and applied information, as it exists at the time of the exam. The exam may include material in addition to specific course content that is inclusive of the program’s learning outcomes.

The examination also allows the faculty to evaluate the ability of students to grasp and apply a broad spectrum of information. While adequate performance in academic coursework is a prerequisite to graduation, it is also essential that students demonstrate the ability to retain, integrate and apply the knowledge gained during coursework. The examination includes both written and oral components.

Description of the comprehensive examination

The AuD comprehensive examination is composed of a written and if needed, oral portion. The written portion is taken in the students’ 6th semester. The written examination must be successfully completed before entering the fourth year externship portion of the program.

The written comprehensive examination is divided loosely into three general conceptual areas: (1) basic science (e.g. anatomy and physiology, hearing science, calibration, speech acoustics); (2) diagnostics (e.g. basic concepts of audiometry, electrophysiological assessment and vestibular assessment of adults and children); and (3) management (e.g. audiological habilitation and rehabilitation, including hearing aids and other devices). Students will write for approximately three hours in each of the three general areas. Each conceptual area will be covered on a separate day of the examination.

Students are expected to pass 100% of the questions on the written comprehensive examination (including any rewrites and orals). The written comprehensive examination will consist of up to three stages: (1) written comps (the student will answer questions on topic areas covered in courses taken to date as outlined above); (2) rewrites of any topic
area the student failed, the student will write a second time in that topic area; (3) oral defense of written comps. If at least 80%, but less than 100% of the written questions have been passed after rewrites, students may take an oral defense in the remaining topic areas failed. If the student fails to pass at least 80% of the written exam after rewrites, they are not eligible to take an oral exam and must retake the entire written comprehensive examination when it is offered again (in one year). A remediation plan will be developed for any student who fails to successfully complete the examination. The remediation plan will identify the strategies and resources necessary to help the student resolve her/his deficit areas. The entire examination may be repeated only once.

Each question on the written examination will be scored as a pass, borderline or fail by the principal faculty member generating the question. Scores of borderline or fail will be read independently by a second reader. In the case of an initial borderline score, a score of pass or borderline by the second reader will pass the question. If the initial reader scored the question fail, a second reader score of fail or borderline will fail the question. If the second reader marks the question as pass (e.g., 1 pass 1 fail), a third reader will evaluate the question. In this case a pass or borderline by the third reader will pass the question.

C. Year 3 Oral Exam:

The oral comprehensive examination is taken at the end of the third year (in semester 8). During the oral comprehensive examinations, students may also be asked questions covering any area related to audiology and audiological practice, consistent with the AuD program learning outcomes.

Students will also be asked specific questions pertaining to topic areas taken in the third year that were not covered during the written comprehensive examination. A student may take the oral examination without having passed the written examination. However, both the written and oral examination must be completed successfully before entering the fourth year externship.

The examination committee will be comprised of the entire tenure/tenure-line academic faculty. To pass the oral examination a simple majority of the academic faculty must concur that the student is sufficiently knowledgeable of the field of audiology to begin the fourth year of training.

Scholarly Research Projects

A key requirement of the AuD program involves an 8-unit doctoral research project. As per Title 5 requirements, student projects will demonstrate doctoral-level mastery of research skills, hearing science and/or current evidence-based practice. They will demonstrate critical and independent thinking and a command of the research literature. The written component of the doctoral projects will demonstrate originality, evidencing critical and independent thinking. They will be organized in an appropriate form and will identify the research problem and question(s), state the major contextual theoretical perspectives, explain and relate the significance of the undertaking to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, analyze and interpret the data, and offer a conclusion or recommendation(s). An oral defense or presentation of the doctoral project also
will be required.

Specifically, the CSU Chancellor’s Office Executive Order 1112 has set forth the following requirements pertaining to the doctoral project:

Article 5. Doctoral Project

5.1 The pattern of study shall include successful completion of an individual doctoral (not group) project that is expected to contribute to knowledge in hearing science or to an improvement in audiology practice, policy, or client outcomes.

5.2 The doctoral project shall demonstrate the student’s doctoral-level mastery of research skills, hearing science and/or current evidence-based practice. It shall demonstrate critical and independent thinking and a command of the research literature.

5.3 The written component of the doctoral project shall demonstrate originality, evidencing critical and independent thinking. It shall be organized in an appropriate form and shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, analyze and interpret data, and offer a conclusion or recommendation.

5.4 An oral defense or presentation of the doctoral project shall be required.

5.5 No more than 8 semester units (12 quarter units) shall be allowed for the doctoral project.

5.6 Appropriate Institutional Review Board (IRB) approvals shall be obtained prior to conducting any research involving human subjects. All doctoral projects must also adhere to Health Insurance Portability and Accountability Act requirements involving human subjects. Failure to obtain required IRB approval prior to collection of data on human subjects may disqualify a student from further use of those data.

5.7 Doctoral Project Options

A doctoral project proposal must be approved by program faculty. Approved proposals may be undertaken as projects that are developed under the guidance of faculty and approved by the doctoral project committee, as defined in section 5.9.2. Project options may include, but are not limited to, one or more of the following:

a. Evidence-Based Project

Evidence-based projects shall demonstrate a thorough synthesis of evidence related to a defined clinical question pertinent to the profession of audiology. Students shall produce a critical analysis of the literature, addressing the strength of evidence, synthesizing the findings of individual studies, interpreting the results, and applying the evidence to audiology practice. Both the written document and oral presentation will be reviewed according to a set of defined criteria specified in the AuD student handbook.

b. Hearing Science Project

Projects shall demonstrate a thorough synthesis of evidence. Students shall produce a critical
analysis of the literature, addressing the strength of evidence, synthesizing the findings of individual studies and interpreting the results. Both the written document and oral presentation will be reviewed according to a set of defined criteria specified in the AuD student handbook.

c. Clinical Research Project

CSU AuD programs may use a clinical research project significant to the field of audiology. The project may be in the form of a meta-analysis, systematic review, clinical research project, or single-case research design project. Both the written document and oral presentation shall be reviewed according to a set of defined criteria specified in the AuD student handbook.

5.8 Doctoral Project Proposal

The program faculty shall establish policies, procedures and timelines for submission and approval of a doctoral project proposal. AuD program faculty shall assign the student project to a committee charged with reviewing and responding to doctoral project proposals.

5.8.1 Decision Regarding the Doctoral Project Proposal

The committee shall communicate in writing to the student, indicating approval to continue with the project, required modifications and the need to resubmit, or lack of approval to proceed with the project.

5.8.2 Resubmission of a Doctoral Project Proposal

If the doctoral project committee decision requires modification, the committee shall communicate to the student in writing the process and expectations for resubmission. The committee shall review the revised and resubmitted proposal and convey the committee’s decision to the student in writing.

5.9 Doctoral Project Committee

5.9.1 Function of the Doctoral Project Committee

The student’s doctoral project committee shall provide guidance and supervision for the development, completion and approval of the student’s work. Both the written document and oral presentation shall be reviewed according to a set of defined criteria.

5.9.2 Membership of the Student’s Doctoral Project Committee

The doctoral project committee shall have membership and qualifications as determined by the campus policy for forming such committees. Committee membership shall include at least three members with expertise appropriate to the project; at least two members shall be core faculty (see 10.1); and at least one of the members shall be tenured or tenure-track in the program. Faculty from other CSU campuses may be included in the committee membership.

5.9.2.1 Student’s Doctoral Project Committee Chair

The chair shall be a tenured or tenure-track faculty member on the campus administering the AuD program and, in most cases, shall be a member of the core doctoral faculty as defined in Article 10.1. The doctoral project committee chair shall provide primary supervision for the
student’s project.

5.9.2.2 Appointment of Student’s Doctoral Project Committee

The department’s core faculty make the appointment of the student’s committee chair and member(s). The AuD program director may allow the replacement of one or more committee members, based on the evaluation of a rationale provided by the student or a committee member.

In practical terms, students will identify areas of interest for doctoral projects during the seminar in Research Methods. Over the next two years, students (with guidance from their advisors) will select their preferred project option, develop a research question or proposal, define the appropriate methodology, and carry out their proposal either by reviewing and analyzing literature for establishing evidence-based practices or policies, or collecting and analyzing data. The results will be written in such a way as to conform to specifications for publication in the professional literature. An oral defense of the project will be made to the student’s doctoral project committee, consisting of the student’s advisor and two additional faculty members (one member may be outside of the AuD department itself). The oral defense will be evaluated according to the rubric given in Appendix B.

Students will be encouraged to attend and present their research at local, regional, and national conferences, thus assisting them in becoming active members of the research and professional community and in building professional peer networks. Students will be eligible to apply for travel research funds from the College of Health and Human Sciences Dean’s Office.

Academic Advising

Each AuD student will be assigned a faculty advisor, who will meet with the student on a regular basis (at least once per term). The purpose of the advising meetings is to answer questions and make sure the student is proceeding through the program at the expected pace. In addition, group advising sessions may be scheduled to review various policies, procedures and topics that are pertinent to the graduate cohort.

Your faculty advisor may only be available during select days/times or by appointment. Ask your faculty advisor for their office hours at the start of each semester. Email your faculty advisor or academic advisor at least 2 business days in advance of your requested appointment.

Some advising questions or concerns may not be addressed immediately if faculty or staff members are already addressing other concerns or emergencies for the department or another student. If you have an urgent concern, contact the Department of Audiology office.

Reminder: All students are required to have an SJSU email address as the official means through which the University communicates with students.
**Course Instructor Responsibilities**

The Department 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 prompt feedback on graded work.

Assignments and tests will be designed to allow assessment of students’ conceptual understanding of course material and their ability to apply what they have learned in an authentic manner in an educational setting. Instructors are solely responsible for judging the quality and accuracy of student work and assigning grades.

Instructors in the Department of Audiology will model and communicate expectations for exemplary professional behavior. 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 SJSU policies, procedures, and guidelines.

**Course-Specific Intervention**

The Department of Audiology uses a ‘proactive, not punitive’ approach to student assessment. For academic courses, this is intended to ensure that students (1) master the totality of course content, (2) demonstrate mastery of competencies associated with particular courses, (3) fully understand what it means to behave in an ethical and professional manner, and (4) are not surprised by a substandard grade at the end of the term.

To achieve these goals: any time a student achieves a grade of below 80% on any assignment, paper, quiz, exam, or project within a particular course or fails to demonstrate a competency required for the course, the student should expect to discuss the situation with the course instructor. Such discussions will generally be held in person and will also generally be noted in the student’s departmental file.

Discussions with students (again generally to be held in person) may also be initiated by the course instructor for other reasons including, but not limited to, chronic tardiness, lack of preparation, frequent absences, or disruptive or other unprofessional behavior either in or outside of class. Such discussions will be documented in the student’s academic file.

Regardless of the reason, the goal of these discussions will generally be to help the student to resolve the situation (e.g., to allow them to demonstrate mastery of the particular course content or competency involved; to help them modify their behavior). This will often include the development of a course-specific intervention plan.

For course content or competency-related issues, course-specific intervention plans may include (but need not be limited to) retaking the course, retaking relevant portions of an exam, taking an alternative exam, redoing a project in whole or in part, or completing a competency-assessment activity. The completion of such plans will not generally change the student’s grade.
on the exam or project or the final grade in the course.

In cases of behavior issues, course specific intervention plans may include (but need not be limited to) set expectations for student behavior, referral to the Department Chair, referral to the Office of Student Conduct and Ethical Behavior, or referral to the Student Counseling Center.

Any time such an intervention plan is initiated, it will be communicated in writing by the faculty member to the student and to the Chair and will include a written statement of the concern/competency to be demonstrated, a brief description of any work, assignments or evaluations required, and deadlines for completion.

Failure to complete any course-specific intervention plan successfully or any pattern of concerns across courses may lead academic probation or disqualification.

**Professional Conduct**

Students must represent the program at all times by exhibiting professionalism, ethical behavior, and reporting any occurrence of unprofessional behavior. Violations of any of these policies, including failure to report violations of student conduct or professionalism, may result in the student being subject to disciplinary action.

**Expectations for Professional Conduct**

**Code of Ethics**

Students are expected to adhere to the most recent version of the American Academy of Audiology (AAA) and the American Speech-Language-Hearing Association (ASHA) Code of Ethics. Students should become well acquainted with the Code of Ethics so that the judgments and decisions made as a graduate student form a solid ethical foundation for their future clinical practice as speech-language pathologists. Questions or concerns regarding the Code of Ethics or considerations of ethical behavior, may be directed to any faculty member. The complete Codes of Ethics of AAA and ASHA are available on the AAA and ASHA websites, respectively.

The main principles of the ASHA Code of Ethics are:

**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.

**Principle of Ethics II**

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

**Principle of Ethics III**

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.
Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the profession’s self-imposed standards.

**Respect**

Respect for others is essential in therapeutic and professional relationships. The Department of Audiology recognizes that students, staff, faculty, and patients each bring individual cultural experiences, belief systems, and biases. In all interactions, members of the Department of Audiology are expected to demonstrate respect for others and uphold the University policy of nondiscrimination.

**Attitude**

Students are expected to possess and demonstrate personal qualities of honesty, dedication, responsibility, flexibility, compassion, sensitivity to differences and diversity, inclusiveness, and a positive outlook. Students are expected to: treat faculty, patients, clinical educators, staff, and peers with respect; display a willingness to learn; be able to accept constructive criticism; be punctual; and, be respectful of others in the classroom learning environment.

**Attendance**

Students are expected to attend all scheduled classes, labs, clinics, and mandatory program-related meetings (e.g., orientation), unless excused in advance by the instructor. Absences and tardiness may negatively impact demonstration of required competencies and professionalism, including grades assigned in academic or clinical courses. The Department of Audiology will follow university policies for attendance for illnesses related to the COVID-19 pandemic.

**Academic Honesty**

Any form of cheating or academic dishonesty will not be tolerated and students will be referred to the University Office of Student Conduct and Ethical Development should any questions related to academic honesty arise. Such referrals will also be reported to the Chair of the Department of Audiology and noted in the student’s file. SJSU’s policy on Academic Integrity is found at this location:


**Ability to Work Independently & Demonstrate Learning Outcomes Individually**

Students are expected to initiate and pursue study independently and to accept responsibility for their own learning. All assessments of student knowledge and skill must be the student’s own work unless group submission is specified by the instructor. Prior to submission, it is each student’s responsibility to seek clarification about whether projects or assessments are expected to be completed individually or may be completed collaboratively.

Under no circumstances may a student share their SJSU log in credentials with another student or provide access to another student to online learning or assessment platforms (e.g., Canvas).
**Ability to Work with Others**

Students are expected to cooperate, participate, share information, and show respect for fellow students and colleagues when learning. When group projects or assessments are assigned it is expected that each member of the group will contribute as an active and respectful collaborator.

**Appearance and Dress**

Students are expected to display a confident and mature professional demeanor, and to observe professional guidelines for cleanliness and appropriate dress at all times. See also expectations for professional appearance required in all clinical settings.

**Citizenship**

Students are expected to demonstrate the attributes expected of a professional in all interactions within the Department of Audiology and when representing the Department of Audiology in the community. Students are expected to uphold the university’s non-discrimination policy at all times. As future professionals it is expected that throughout their enrollment students will adhere to city, state, and federal laws and regulations. Any student convicted of a misdemeanor or felony during their enrollment will need to meet with the Department Chair.

**Social Media Policy**

Social media have become important and influential communication channels for our community. Blogging and other social media applications have become increasingly important arenas for the kind of engagement and communicating we encourage. Online social media enables individuals to communicate their insights, express their opinions and share information within the context of a globally distributed conversation. Each tool and medium has proper and improper uses. While the Department of Audiology encourages all of its members to participate in a global conversation, it is important for members who choose to do so to understand what is appropriate, recommended, expected, and required when they discuss audiology-related topics, whether at work/school or on their own time.

The overall goal of this social media policy is to help clarify how best to enhance and protect the personal and professional reputations of our students, faculty, staff, and patients when participating in social media. It is important to keep in mind the privacy concerns inherent in using social media websites. Any information posted on them can be made public, even when information has been deleted by the user in some cases. Information can be shared with many people with just a click of the mouse. Therefore, we encourage all those participating on the sites associated with the Department of Audiology to exercise caution and responsibility when using social media sites.

It is highly recommended that graduate students utilize and implement the highest privacy settings on social media sites. In today’s world, it is not uncommon for parents of patients and or personnel from off campus settings to look up a potential graduate student on social media. Please make sure this is attended to prior to beginning the graduate program.
**Purpose/Intent:** This policy provides guidance regarding the appropriate use of the Internet and social networking websites for communication.

**Summary:** Inappropriate Internet and social networking communication is unprofessional. If a student is found to engage in inappropriate Internet and/or social networking activities, and specifically any communication that involves client protected health information, there will be serious consequences. Action will be taken in accordance with HIPAA Policies up to and including dismissal from the program.

The Department of Audiology supports the proper use of social media and recognizes the need to manage the use of social media in the workplace to protect the reputation of the College, as well as to ensure the privacy of their staff, faculty, and patients that we serve, including patients in off-site clinical assignments and affiliated externships.

**Definition of Social Media:** Social Media includes but is not limited to blogs, online discussion boards, online communities, social networks, microblogs, photo and video sharing sites. Examples include, but are not limited to Facebook, LinkedIn, Twitter, Flickr, YouTube and online comments sections.

**General Information:** Students need to be cognizant that when posting content online, they are representing SJSU and the Department of Audiology. All AuD students are asked to sign a CSU Photo/Video Release Form (Appendix C) upon admission to the program. Students should be aware that:

- All material published on the internet should be considered public and permanent.
- Any information posted on a social networking site may be disseminated (whether intended or not) to a larger audience, and that the post may be taken out of context or remain available in perpetuity.
- There is no expectation of privacy when using institutional computers and electronic devices.
- Students should carefully consider and implement the privacy settings on all social networking sites.
- Limit internet use for social networking to your personal time only and by utilizing your personal equipment.

**Professionalism:** The tone and content of all electronic conversations should remain professional and respectful. To use social media and social networking sites professionally students should:

- Refrain from posting unprofessional images or behavior that may tarnish their professional image and impair their ability to practice effectively, become licensed, and/or participate in positions of trust and responsibility within an institution or within the community.
- Never post any material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, or embarrassing to another person or any other entity.
- Never use social media to discriminate or harass any individual based on race, color, gender, religion, national origin, disability, age, veteran status, genetic information or
any other characteristic protected by state or federal law.

- Never use social media to impersonate another user or mislead a recipient about one’s identity.

**Protecting Privacy/Confidentiality:** In any and all settings, patient privacy and confidentiality must be protected at all times, especially on social media and social networking websites. Online communications are held to the same laws and policies as offline communications.

Privacy and confidentiality between clinician and client are of the utmost importance. All health care providers have an obligation to maintain the privacy of health information as outlined by the Health Insurance Portability and Accountability Act (HIPAA).

Identifiable protected health information (PHI) should never be published/posted on the internet. This applies even if no one other than the client is able to identify him/herself from the posted information. Client images should only be obtained with written consent, and then only using institutional hardware, and never using student’s personal equipment. Client images must be stored and/or transmitted only using institutional hardware, and never on personal equipment or posted online. Personal phones, personal cameras, iPads and other personal devices shall not be used to photograph, film or record patients or to receive, store or transmit individually identifiable information about patients.

The following actions are strictly forbidden and will lead to dismissal from the program.

- Any unauthorized release of client information protected by Health Insurance Portability and Accountability Act (HIPAA) or the Family Educational Rights and Privacy Act (FERPA) including but not limited to:
  - Revealing the personal health or educational information of other persons, and this includes any identifying information including name, date of birth, age, diagnosis, gender, gender identity, race, ethnicity, contact information or clinic identity numbers, any images of the individual, or any other means through which an individual could be identified.
  - Conveying private (protected) academic information of patients seen in educational settings or those of another student in the Department of Audiology, including but not limited to: course, exam, or assignment grades; narrative evaluations; adverse academic actions; professional behavior checklists or contracts; or clinical performance evaluations to any party within or outside the program.

- Any misrepresentation of role or credentials including but not limited to:
  - When posting information on social network sites, presenting themselves as an official representative or spokesperson for SJSU, the Department of Audiology, or any affiliate organization.
  - Inflating or misrepresenting academic or clinical credentials in on-line or face-to-face environments.
  - Representing themselves as another person, real or fictitious, or otherwise attempt to obscure their identity as a means to circumvent the prohibitions included in this handbook.
● Any threat or implication of threat to others including, but not limited to:
  ● Threatening or presenting statements that imply threats to anyone including but not limited to fellow students, faculty, peers, staff, patients, caregivers, clinical educators, or groups of individuals such as linguistic or cultural groups.

**Interacting with Patients:** To maintain appropriate professional boundaries and compliance with HIPAA:

● Students should not “friend”, “Connect with”, or “follow” patients on any social networking site or review patient’s profiles on these sites.
● It is never appropriate to provide specific professional advice to a client on a social networking site.

**Posting with Caution:** Postings within social networking sites are subject to the same professionalism standards as any other personal interaction. Remember that online activities, even those that seem private, can become public if content is copied, forwarded or printed.
Text, images and video can remain on the internet even after efforts have been made to remove them. Students should routinely monitor their own “internet presence” to ensure that their personal and professional information posted by them or others is accurate and professional. This includes making an effort that they are not “tagged” in images posted by others that might be seen as portraying them in an unprofessional manner. Students should ensure that they have implemented appropriate privacy settings to avoid inadvertent dissemination of personal information to others outside of their control. **Students are strongly encouraged to take a moment to reflect before every posting to a social media site to consider if the posting could potentially violate any patient privacy laws and/or the content of this policy. If there is any doubt, students should not continue with the posting.**

Additionally, the actions listed below may be considered a violation of professional conduct and will result in dismissal from the program:

● Posting or sharing of statements or photographs that imply disrespect for any person, group of persons, or identities as included in the University non-discrimination policy or its equivalent.
● Displays of information including personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.
● Displays of personal engagement in illegal activities including use of illegal recreational drugs.
● Posting of potentially bullying, inflammatory, discriminatory, threatening, or unflattering material on another individual’s website (e.g., on the “wall” of that individual’s Facebook site).

**Policy Violations:** Failure to comply with the provisions of this policy, as well as the HIPAA policy, will result in corrective action up to and including termination from the program.

**Student Resources**
1. Support Resources within the Department of Audiology

The goal of the Department of Audiology is to provide proactive support toward successful completion of the AuD program. Our capacity to support you relies on your willingness to let us know your concerns and needs. Often a brief conversation is all that is needed to address a question or put in place a plan. The earlier we can accomplish resolution the better!

Students are welcome to contact any member of the faculty or staff at any time and are also encouraged to access any of the following resources:

**Academic Faculty Advisor**

Every graduate student is assigned an academic faculty advisor no later than the program orientation. Your academic advisor is an excellent starting point to guide you through program-related concerns and/or to identify resources appropriate for your needs.

**Chairperson**

The Chair of the Department of Audiology is available by drop in or by appointment and can guide students through appropriate steps when facing a concern as well as help identify resources appropriate for your needs.

**Support for Student Conference Attendance**

Graduate students may be eligible for funding from the Department of Audiology and the College of Health and Human Sciences (subject to availability) to support attendance at professional conferences (conventions, annual meetings) under the following circumstances:

**Category 1.** If the student is listed in the program as an author or co-author of a presentation related to the discipline of Audiology at a professional conference, or

**Category 2.** A student has a strong desire to attend a professional conference related to the discipline of Audiology and can demonstrate how attendance would contribute to their learning.

Priority will be given to students in Category 1. Once funds have been allocated to students in Category 1, requests from those in Category 2 will be considered. Typically, any conference that offers Continuing Education Units (CEUs) would be considered “related” and decisions about whether other conferences are “related to the discipline of Audiology” will be made by the Department Chair.

2. SJSU Student Services and Support

SJSU provides a variety of support services for enrolled students. Some services are also available to members of students’ families.

**King Library**

The library system of the university offers a full range of services ranging from journal access, interlibrary loans, materials checkout, and study centers. For a list and schedule of all services, please check out http://library.sjsu.edu/.
**Information Technology**

The Technology Information Center, or the TIC, is your one stop for technology questions. The IT Help Desk offers face-to-face support for all computer systems (Mac or PC, desktop or laptop) and software. For contact information, hours, and services check here http://its.sjsu.edu/

**Accessible Education Center**

The Accessible Education Center (AEC) at SJSU documents and coordinates educational accommodations for students with disabilities. Disabilities may be physical or learning related, and may be permanent or temporary. By policy, students who require accommodations must submit documentation to AEC. The AEC will evaluate the documentation and work with students to determine appropriate accommodations for each course. These accommodations may change over time and by course. Students are responsible for furnishing this documentation to the university through AEC. For more information go to the [AEC website](http://www.sjsu.edu/aec/)

**Student Health Center**

The Student Health Center is a professional medical clinic with services provided by licensed Physicians, Nurse Practitioners, Physician Assistants, and Certified Medical Assistants. For hours, services, and information go to the [Student Health Center website](http://www.sjsu.edu/studenthealth/)

**Counseling and Psychological Services**

Counseling and Psychological Services at SJSU provides a range of services focused on the mental health needs of SJSU students. CAPS strives to support students in reaching their academic potential by focusing on intellectual, emotional, social and cultural development. More information is available on the [CAPS website](http://www.sjsu.edu/counseling/)

**Office of Student and Faculty Success**

The Office of Student and Faculty Success provides support and resources, in partnership with other SJSU programs, so that graduate and professional students can think, care, create and pursue justice in our world without barriers to their academic success. The primary mission of the SFS is to facilitate student and faculty success by providing innovative and collaborative services to engage students, faculty, and staff in their academic and professional endeavors and promote life-long learning. They are always happy to answer general questions to ease your navigation of the university. Check out their [website](http://www.sjsu.edu/sfs/)

**Financial Aid and Scholarships Office**

The Financial Aid and Scholarships Office is available to assist prospective and current students with all aspects of the financial aid process, and to help make a SJSU education as affordable as possible by offering a variety of academic and competitive scholarships, need-based grants, employment opportunities and loans to eligible students.

More information about financial aid and scholarships is available on their [website](http://www.sjsu.edu/financialaid/) at
University Police Department

The mission of University Police Department (UPD) is to provide a safe, secure and enjoyable environment for the SJSU community. To help keep UPD and others keep campus safe, please have your SJSU ID (Tower) card with you at all times.

UPD provides protection for the members of the SJSU community and the property of the University, along with a variety of services including:

- Safety Escort Services walk students, staff or faculty members on and off campus, for example, to your car after dark.
- Livescan Fingerprinting
- Unlocking your vehicle
- Safe Ride Program provides rides to all SJSU students, faculty and staff within the specified perimeter.

UPD contact information should be entered into your cell phone for easy access should you require assistance 408-924-2222. You can also use the Blight Light phones located throughout campus.

When Should I Call UPD? If you see something happening that does not look right or someone who does not seem to belong on campus, call UPD immediately!

If you are the victim of a crime that takes place on campus, call immediately. UPD Officers will write a report and contact the local police for you.

For medical emergencies, call 911 first and have someone else call UPD immediately. UPD Officers will coordinate with local emergency services and provide them access as necessary.
PART III. Clinical Program Policies and Procedures

The clinical program is sequenced across all 11 semesters of the doctoral program. The AuD Department employs an in-house and community-based model of clinical education. The overarching goal of the clinical component of the program is to give students multiple opportunities to apply their knowledge and build clinical skills in a variety of settings.

Participation in clinical training is a required part of the curriculum and a requirement for graduation; therefore, denial by a clinical site for the student to participate in the clinical experience at that site for any reason may result in a delay of graduation or the inability to graduate from the program. The University makes no representations or warranties regarding a student’s ability to complete the program or obtain licensure, certification, or other professional credentialing.

The following sections are intended to serve as a guide and reference for the clinical education of students enrolled in the AuD program at SJSU. Information is provided regarding clinical education policies and procedures as well as the performance expectations for the AuD candidates.

In addition to meeting the SJSU requirements for graduation with an AuD degree, the clinical component of this program will afford the students an opportunity to meet the requirements for California State licensure.

Optional certification by the national organizations is also attainable. The requirements vary depending on the certification the student desires.

American Board of Audiology Certification (ABA) [https://www.boardofaudiology.org/board-certified-in-audiology/](https://www.boardofaudiology.org/board-certified-in-audiology/)

Council for Clinical Certification in Audiology (CCC-A) [https://www.asha.org/certification/AudCertification/](https://www.asha.org/certification/AudCertification/)

All of the above have different requirements and it is the student’s responsibility to monitor their progress towards completion as well as periodically review the content of the above websites throughout their training. This is especially important for the optional certifications.

Philosophy and Goals

Supervised clinical practice is an integral part of the doctoral program in audiology. The primary goal of clinical education is to prepare future audiologists by providing opportunities to apply academic knowledge and professional skills to the evaluation and management of individuals with hearing and balance disorders. Through sequenced clinical experiences and assignments, students will learn to:

- Analyze, synthesize and evaluate an extensive body of knowledge to develop critical thinking skills;
- Apply evidence-based practices in the selection of evaluation and treatment;
• Achieve competency in prevention, screening, diagnosis, and treatment of patients with a variety of hearing and balance disorders;
• Communicate effectively and professionally;
• Employ self-evaluation strategies that lead to development of new and improved skills; and,
• Demonstrate ethical and responsible professional conduct with varying ethnic cultures.

Through clinical education, students are provided the opportunity to further assimilate knowledge and skills necessary to practice as an audiologist in diverse educational, healthcare, industry and rehabilitation settings and to foster the spirit of life-long professional learning, commitment to service and a desire to contribute to the advancement of the profession.

In the transition from undergraduate education to professional education in a clinical doctoral program, it is important to understand that students are responsible for their own learning. Program faculty and staff are available to guide and facilitate successful completion of all clinical education, professional standards and degree requirements.

The focus in clinical education involves understanding how and why clinical decisions are made. To evolve clinically, students must actively participate by taking the initiative to gather information on their own, ask questions of the clinical faculty and preceptors and incorporate content from academic training into clinical practice.

Additionally, students should develop and refine self-evaluation skills. This requires continued reflection on strengths, proficiencies and gaps to develop the clinical skills needed.

Students are encouraged to contact the Clinical Education faculty with concerns regarding their clinical education and with their academic advisors regarding any aspect of the graduate program.

**Sequence of Clinical Education**

Commencing with the first semester of the AuD program, students will begin guided observations in the on-campus clinic to obtain a variety of experience in support of academic coursework. These experiences are designed to give students multiple opportunities to develop clinical competencies and perform independently for an entry-level professional position upon completion of the curriculum. The progression of clinical education experience allows students to integrate academic knowledge into clinical performance to develop critical thinking capabilities leading to independent practice.

**First Year Clinical Practicum**

Clinical experiences during the first year of the program take place in the SJSU Audiology Clinic. Students work with clinical faculty members to acquire an understanding of the clinical process and to master basic clinical competencies. Application of academic coursework will result in development of basic diagnostic and rehabilitative techniques.
Students will be participating in hands-on clinic experiences and will accrue observations and/or contact hours per semester. In addition to hands-on clinical experience, students may participate in lab segments to assist in developing execution of basic clinical skills.

Students will typically remain at the in-house clinic for two semesters. During this time, clinical faculty preceptors/educators will work closely with students providing direct instruction, modeling of clinical behaviors, suggesting resources and developing learning activities. During the time in-house, the focus will be to develop and master the Core Clinical Competencies (Appendix D). In-house clinical instruction focuses on teaching the evidence-based rationale and processes involved in prevention, screening, evaluation and treatment. Understanding the foundations of knowledge, implementing critical thinking and verbalizing evidence-based rationale for differential diagnosis are required to develop the competency level necessary for moving to off-campus rotations in the community.

**Second and Third Year Clinical Internships**

Once a student has demonstrated consistent application of identified Core Clinical Competencies and utilizes evidence-based differential diagnosis, he/she is eligible to participate in off-campus clinical rotations. Internships typically begin in the first semester (fall) of the second year of doctoral education. Compared to the in-house rotation, the Internship rotation teaching time is significantly reduced with less intensive direct teaching and increased patient contact time. Internship rotations are generally two to three days per week and change every semester so that students experience a variety of different settings and services.

During Internship rotations, students are expected to readily perform basic level knowledge of clinical processes, demonstrate higher-level critical thinking using evidence-based information, and to apply information learned in academic coursework. Internship clinical preceptors/educators help students better understand the intricacies of service delivery in their setting with a diverse patient population. Each student will be required to demonstrate skills learned in the clinic through direct patient contact. Midterm and final grades will be based on preceptors’ evaluation of performance on the Clinical Skills Formative Assessment (CSFA).

**Fourth Year Externship**

Clinical education culminates in an externship placement in the fourth year where students work independently with the collaborative oversight of a clinical preceptor to continue development of advanced audiology skills in patient care. Options for Clinical Externships exist both locally and in geographic areas across the country.

Clinical Externships are a 12-month, full-time position. In cooperation with the externship site, careful monitoring and reporting of student progress will continue throughout the fourth year externship. Upon successful completion of the externship, each student will have
met all academic and clinical requirements for California licensure, ACAE and CAA accreditation, and American Board of Audiology Certification.

The Certificate of Clinical Competence in Audiology (CCC-A) is provided by the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) through ASHA. This is an optional certification that requires a full-time experience supervised by an audiologist who holds a current CCC-A through ASHA. The SJSU AuD program only verifies hours for the Doctor of Audiology degree provided by licensed preceptors/educators. The Program does not verify whether the preceptor has a current CCC-A. Any student who wishes to apply for CCC-A certification may complete the requirements for supervision post-program and must work with a clinical preceptor who has fulfilled the credentials specified by CFCC standards.

**Knowledge and Skill Competencies**

Doctoral students must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve knowledge and skill outcomes in preparation for entry-level practice as described in Standard 3.0A by the Council on Academic Accreditation (CAA) Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology available at:


These knowledge and skill outcomes include opportunities for students to acquire and demonstrate their learning in the nature of hearing and balance disorders and differences including etiologies, characteristics, anatomic/physiologic, acoustic, psychological, developmental, linguistic, and cultural correlates across a variety of areas in an audiologist’s scope of practice as well as in interdisciplinary teaming.

Additionally, students must acquire and demonstrate knowledge and skills in the following areas:

- Principles and methods of prevention, assessment, and intervention for individuals with hearing and balance disorders across the lifespan.
- Standards of ethical conduct, advocacy and other professional issues including licensure, certification, and credentialing.
- The interaction and interdependence of hearing and balance disorders in individuals.
- The processes used in research and the integration of research into evidence-based clinical practice.

Doctoral students must demonstrate knowledge and skill outcomes through clinical practica/internships, the 4th year clinical externship, academic course work, simulations, and/or laboratory activities. As students progress through the program, they 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.
Prerequisites

Registration in classes is conditional on the completion of all admissions requirements and submission of the following documents by the first day of class. Refusal or failure to complete any of these requirements may impact a student’s ability to participate in or complete the program including participating in required clinical experiences, and may result in dismissal from the program.

Essential Functions Form

All students are expected to read and return the Essential Functions Form (Appendix F) with a signature acknowledging that the student has read, understands, and affirms capacity to fulfill the essential functions as described.

Observation Hours

In accordance with our admissions criteria, students must submit evidence of completion of at least 20 supervised clinical observation hours and these hours must be approved by a member of the faculty. During the Fall 2020 semester, students will be able to complete the observations if necessary through class experiences (including simulations and videos).

Immunizations, Screenings, & Documentation Related to Infectious Diseases

Health care providers are at risk of exposure to, and possible transmission of, preventable diseases. Risk of communicable diseases in the workplace is due to health care providers contact with infected patients or infective material from patients. The Doctor of Audiology (AuD) Department requires health screenings and immunizations related to protecting the health of the students and of those we serve. Additionally, affiliation agreements with clinical sites require screenings, evidence of immunizations, and training related to universal health precautions and confidentiality/privacy requirements for health professionals.

Students are responsible for timely submission of required documentation to the Clinical Training Coordinator for verification of health screening, immunizations, and/or titers. All protected health information is kept secure by the Chair and Clinical Training Coordinator in accordance with HIPAA.

Students are required to authorize release of health screening and immunization-related information to the AuD Department. Please note, this authorization is limited to verification of health screening and immunization records only and allows the AuD Department to proceed with clinical experience placements for students in adherence with agreements with agencies and facilities. Students are notified by the Clinical Training Coordinator of specific site requirements prior to placement.

Medically documented evidence of delivery of immunization or blood titers for the following immunizations must be reported during the first year Fall Semester:
1. Hepatitis B (HBV) vaccine, full series and titer, or waiver. If not already completed, the series must be initiated prior to the onset of the program and completed prior to graduation, including titer.
2. Current Measles/Mumps/Rubella (MMR) vaccine. Positive Rubella Titer is required in addition to MMR vaccination.
3. Tetanus-Diphtheria-Pertussis (Tdap) or Tetanus/Diphtheria (Td)
4. Varicella (Chickenpox)
5. Influenza (Flu vaccine) If a student elects to waiver this vaccination, for any reason, they must wear a mask at all times when in the clinical setting.

**Infectious Disease Screening**

Tuberculosis (TB) skin test. A negative screening test for tuberculosis (TB) is required for clinical practica. Typically, this is met by a tuberculin skin test (TST or PPD) or interferon-gamma release assay (IGRA, e.g., QuantiFERON). Note: specific sites may require evidence of negative TB screening within the previous 12 months, so this test may need to be repeated during the doctoral program. Positive TB skin tests will require additional documentation from a medical professional who can verify that the student does not have active TB.

In addition, the following immunizations are recommended by the AuD Department and may be required by specific clinical sites:

1. Polio
2. Hepatitis A (2 doses)

Students should retain a copy of their immunization records and health forms. Students should also note that clinical placement sites (and future employers) may require evidence of immunization and may require other immunizations in addition to those listed above.

**Liability Insurance**

All students interacting with patients must carry liability insurance. Information concerning the liability insurance will be provided to students by the Department of Audiology.

**Criminal Background Check**

All doctoral students in the AuD Department work with vulnerable populations in the provision of hearing and balance services and have access to confidential client information. Therefore, the AuD Department requires you to complete a criminal background check. Additionally, you must sign a form every year stating that your status, documented on the initial criminal background check submitted, has not changed. Changes to your status may serve as grounds for denial of enrollment in clinical practica and placement at clinical sites, removal from clinical practica and sites, or ultimately in dismissal from the program.

Findings on the criminal background check may prevent or limit some students’ capacity to meet the requirements of the doctoral program and may restrict eligibility for licensure in California or in other states.
As part of the criminal background check requirements, all graduate students are required to complete a national criminal background check. If, in the sole discretion of SJSU, the background check yields findings that could impact successful completion of the program, including access to clinical training sites, or diminish the likelihood of licensure, the Chair of the AuD Department, or the Clinical Training Coordinator may contact the student to request an explanation. Depending on the results of the background check, the University may withdraw an offer of enrollment or dismiss a student from the program.

As part of the background check, students are required to complete fingerprinting. Students will receive a fingerprinting packet, which must be submitted according to the instructions and with the appropriate fee. Students can obtain fingerprinting through the SJSU Campus Police Department.

If fingerprint reports or a subsequent criminal background check, yields findings during the student’s enrollment in the doctoral program, the student will be referred for review to the Executive Committee, consisting of the Department Chair, Clinical Training Coordinator and the student’s academic advisor.

**Background Checks for International Students**

International students are required to provide evidence of background checks conducted in their home country and in the United States. Fees and timelines associated with international background check processes may exceed those published for domestic students. Processes and timelines for international student completion of background checks will be handled on a case-by-case basis.

**Appeals Process**

If you commit a criminal offense other than a minor traffic violation after admission to the graduate program, you must notify the Chair within 72 hours of the offense. Failure to notify the Department may result in immediate dismissal from the program. The appeals process for reinstatement in clinical courses, clinical placements, or the graduate program is as follows:

- Contact the Department Chair to discuss the offense.
- Submit the following documents to the Executive Committee (Chair, Clinical Training Coordinator, Academic Advisor) in one packet:
  - Arrest and court records of the offense (s), including the final disposition (s). Every page of the court records must have a court seal. If the official records are not available, you must submit a letter from the court and/or law enforcement agency on official letterhead with the court or agency seal on it stating that the record has been purged.
  - Proof of the restoration of your civil rights if they were taken away due to an offense.
  - A letter that explains the offense, the circumstances surrounding it, and how you propose to rehabilitate your reputation and standing in the profession.
• Letters of recommendation from three people, including one from a current or most recent employer, who can endorse you as a future health provider. Letters from family members will not be accepted.

• Present your appeal to the Executive Committee of the Department, in person, if you elect to do so. The committee will review all documents, discuss the appeal with you if you choose to be present, render a decision, and send a letter to you with the result of the appeal.

CERTIFICATION AND TRAINING REQUIREMENTS

Blood and Air-Borne Pathogens Exposure, Infection Control Training, OSHA Safety Guidelines, and Mandatory Reporter/Abuse/Neglect Training

Doctoral students are required to complete Blood Borne/Airborne Pathogens Exposure, Infection Control Training, OSHA Safety Guidelines, and Mandatory Reporter trainings as part of the requirements for clinical practica. Students may be required by a clinical site to complete additional on-site training.

Basic Life Support Certification

All students in the doctoral program are required to have current Basic Life Support (BLS) certification with Cardio Pulmonary Resuscitation (CPR) and Emergency Cardiovascular Care (ECC) for healthcare providers to participate in clinical practicum. Certification is valid for two years and should be through the American Heart Association certified program. Generally, BLS for healthcare providers will fulfill the requirements for both practicum rotations and externship requirements. All BLS training should be provided by The American Heart Association (AHA). Students are responsible for the course and certification fee. A student’s CPR certificate must be valid during all clinical experiences throughout the program, and the student is responsible for maintaining record of this certification. Students must also provide a copy of their certificate to the Department Program Analyst during the first semester of the graduate program.

Confidentiality and HIPAA/Privacy Training

Information that identifies patients or patients is held in confidence by clinical professionals and this assurance of confidentiality is an essential aspect of building trust between patients and healthcare professionals. Identifiers include name, address, date of birth, phone number, email address, record number, photographs, videos, clinic identification number/s, diagnoses, and any other information that could allow someone to identify the client/patient.
Exceptions to confidentiality include specific written authorization from the client to release information as well as communication between students, Clinical Educators, and other professionals managing that client in secure locations, certain communications for treatment, payment, or healthcare operations, or when a patient/client is believed to be in danger (from self or to others). Students who gain access to information about patients through indirect discussion, for example in a group supervision discussion, are required to uphold the confidentiality of that client.

The Health Insurance Portability and Accountability Act (HIPAA) was enacted by Congress in 1996. HIPAA enforces the protection of confidential information at all stages of healthcare delivery. Students will receive HIPAA and privacy training as part of the professional issues course in the first year fall semester, during clinical orientation and then annually for the duration of their registration as a doctoral student. It is each student’s responsibility to maintain documentation of completion of HIPAA/Privacy training.

Individual facilities have various procedures and requirements relating to the handling or patient or other confidential information. Students are expected to familiarize themselves with and abide by the facility’s requirements for the handling of information. Some facilities may require additional privacy or confidentiality training before beginning fieldwork. See also “Social Media Policy”.

Students will be asked to sign a Confidentiality Agreement Form (Appendix G) prior to their first clinic. Refusal to sign the agreement automatically disqualifies the student from clinical practice, and therefore, from the program.

**Research Ethics Training**

All students will be required to complete an online training course in research ethics. This is required during the first semester of the AuD program. Upon completion of the course, students must provide verification of completion to the Department of Audiology Program Analyst. In addition, students should keep a copy of the certificate of completion for their own records.

Students typically will not need to resubmit the documentation each time a new proposal is submitted. However, proposals sent to the Institutional Review Board will not be reviewed until all investigators listed on the proposal have completed the training.

**Mandated Reporter Training**

In California, certain individuals are mandated by law to report known or suspected child abuse. These mandated reporters are listed in the Child Abuse and Neglect Reporting Act (CANRA), which contains over 40 categories. The training is a web-based training program and certification and can be found at: [http://educators.mandatedreporterca.com/default.htm](http://educators.mandatedreporterca.com/default.htm). After successful completion of the program, download the certificate and upload to Calipso, the department’s online competencies management system.
Students should keep the original certificate for their records.

Consent to Disclose Student Information with Clinical Sites

Students will be asked to allow the Department of Audiology to share information with clinical sites, such as background checks, immunization records, HIPAA training certificates, Blood Borne Pathogens certificate, BLS certification, or other information per affiliation agreements with individual clinical sites. Authorizing the Department of Audiology to release this information is voluntary. Students may revoke this consent at any time. Lack of consent may limit or delay clinical practica and externship placements. Refusal to authorize release of information may impact a student’s ability to participate in required clinical experiences and may limit the student’s ability to complete the program and graduation requirements. See Appendix H: Consent to Disclose Student Information.

Clinical Program Overview

In-house clinical rotations focus on the development of Basic Clinical Skills and Core Competencies and provide students with an opportunity to work with faculty whose primary objective is to provide clinical teaching to beginning level student doctoral clinicians in the context of service delivery. The In-house Clinical Preceptors help students make connections between academic learning and patient services across a range of communication and balance disorders.

Audiology Doctoral Students develop skills through participation in patient contact time with their Clinical Instructor. Students also receive intensive teaching time to provide background knowledge and build clinical skills needed in their practicum assignments while being directly supervised.

In-house clinical rotations will be conducted in the Audiology Clinic located in Sweeney Hall. The Clinical Education Coordinator is responsible for the functioning and maintenance of the clinic and works in consultation with the faculty to benefit students and the community.

In-house practicum (Practicum in Audiology) is offered in Spring and Summer semesters and can be repeated for credit as needed.

Clinic Populations

During their program, doctoral students will have practicum experiences with client
populations across the lifespan and from culturally and linguistically diverse backgrounds, in addition to populations with various types and severities of communication, hearing and balance disorders, differences, and disabilities.

**Clinical Skills Assessment**

**Core Clinical Competencies**

In-House Core Clinical Skills are critical skills that a student **must** demonstrate before they begin Off-Campus practicum (AuD 510a). Achievement of a Core Clinical Skill is determined by attainment of a score of 6 or better on the skill on at least THREE SEPARATE occasions. Students are expected to maintain their competency level after being signed off on Core Clinical Skills. If subsequent performance of a clinical skill shows regression, the last-obtained competency will be removed and will need to be demonstrated again.

A student’s competency level in implementing an In-House Core Clinical Skill must be measured at specific points in time using the In-House Scoring System. The student should pre-arrange to demonstrate the skill to a clinical preceptor/educator or faculty member and ask to be scored on their performance. A student’s performance level should be demonstrated and scored multiple times, providing formative measures of their development, attainment, and maintenance of the Core Clinical Skill. The same preceptor/faculty member may sign off on a Core Clinical Skill more than once but it must be demonstrated on separate occasions.

It is the student’s responsibility to arrange with the clinical preceptor/educator or faculty member to demonstrate a Core Clinical Skill. The student will ensure that the clinical preceptor/faculty member scores the demonstrated skill and provides their signature on the student’s **Core Clinical Skills** Form (Appendix I). It is also the responsibility of the student to ensure all Core Clinical Skills have been achieved and submit copies of their Core Clinical Skills form each semester. All competencies must be completed by the end of the first year Summer semester. Any student who has not completed the competencies by this time is ineligible to continue in the program and will be disqualified at the end of the Summer semester.

**General Clinical Practica Grading Policies**

During each semester a student is registered for a clinical practicum, a midterm and final evaluation will be completed by their clinical preceptor/educator and submitted for In-House clinical practica. In cases where there are multiple clinical experiences as part of clinical practicum or externship, evaluations submitted from each experience will be considered in determining the final grade.
Students are evaluated by clinical preceptors/educators using the Core Clinical Skills form. Students are expected to show growth in each domain over the course of each semester. Clinical preceptors/educators also submit evaluations related to attendance and essential functions.

The use of regular evaluation of each student clinician’s performance provides direct benefits to the student, including:

1. Help to make the student aware of any problem areas and provide an opportunity for the student to seek assistance from the site clinical preceptor/educator in improving these skills;
2. By reviewing evaluations completed by site clinical preceptor/educators at midterm and final during each semester, a student who may be exhibiting difficulty with clinical practice can be identified and assisted in a proactive manner.

Students are expected to seek assistance with any difficulty or potential problem area.

To achieve a passing grade, all evaluation items pertaining to attendance, adherence to the AAA Code of Ethics, the Student Code of Conduct, and essential functions must be “Met” at midterm and final for every clinical assignment AND the student must demonstrate skill competency expectations on the Core Clinical Skills assessments.

One single competency that falls beneath these thresholds may be sufficient to issue a “No Pass” grade or may generate specific intervention goals for the student, even when a passing grade is assigned for the overall practicum assignment.

The cumulative average of final scores across all of the student’s clinical assignments and final externship must be a 3.0, or higher, for each skill and across all nine knowledge and skill areas to document achievement of entry-level clinical competency and graduate from the program.

The AuD department faculty has selected Calipso as the online repository for collecting, tracking, analyzing and reporting on student competencies and clinical hours. Acquisition of and training on the use of Calipso will be conducted during the Fall Semester of 2020.

**Incomplete Grades**

A grade of Incomplete may be issued only when the major portion of a course, practicum experience, seminar, or externship has been completed satisfactorily, but health or other emergency reasons prevent the student from finishing all requirements. In such cases the instructor and the student must discuss and complete an “incomplete contract” that includes a deadline by which all work will be completed.

Any unresolved, incomplete grade may inhibit placement in subsequent practica and may result in a delay in degree completion and graduation. Repeating a practica may result also in a delay in completion of the degree.

**Educational Intervention in Clinical Practica**
Intervention is intended to ensure that students (1) master the skills or competencies at the level expected in the clinical placement, (2) fully understand what it means to behave in an ethical and professional manner, and (3) are not surprised by a substandard grade at the end of the term.

To achieve these goals: any time a clinical educator is concerned about a student’s performance or the student’s ability to carry out the clinical duties involved in that placement, the clinical educator is expected to bring the concerns to the attention of the student and/or the Clinical Training Coordinator. At a minimum, students will receive formal feedback on their performance in the practicum at midterm and at the end of the term. Such formal feedback will normally be provided both in person and in writing. Students are encouraged to discuss their performance with their clinical educators on an ongoing basis.

Formal feedback provided to students by clinical educators will also be communicated to the Clinical Training Coordinator. Other less formal feedback that has been provided to students may also be communicated to the Clinical Training Coordinator at the clinical educator’s discretion.

Discussions with students may also be initiated by the clinical educator for other reasons including, but not limited to, chronic tardiness, lack of preparation, frequent absences, or disruptive or other unprofessional behavior either in or out of the clinical placement. Such discussions will generally be reported to the Clinical Training Coordinator.

The goal of any feedback provided to students is to help the student resolve the identified concern. For example, it may allow the student to demonstrate mastery of a given clinical skill or to modify their behavior.

In cases where a clinical educator’s concerns are sufficient to suggest that a student may receive a failing grade (B- or lower) in the clinical placement by the end of the semester, either or both of the following may occur:

1. When time and appropriate patients permit, a skill, behavior, or practicum specific intervention plan may be initiated to help the student in achieving the necessary competencies to meet the practicum requirements;

2. The student may be referred for review to the Executive Committee.

Skill, behavior, and practicum-specific intervention plans will be developed by the student with input from the clinical educator and Clinical Training Coordinator. Such plans will be put in writing and entered into the student’s file. The student will receive a copy of the plan and the Chair will be notified.

For clinical skill or competency-related issues, such intervention plans may include (but need not be limited to) undertaking activities intended to allow the student to practice and demonstrate mastery of the relevant skill or competency. Such intervention plans may extend beyond the end of one practicum placement and into a subsequent placement.

Please see the Academic and Clinical Standards Policy in Part II for more information.
Appealing Final Grades in Clinical Practica

If a student disagrees with their final grade in any clinical practicum or externship, students must notify their clinical educator of their intent to contest the grade within five (5) university business days of the grading deadline for that semester. Students must then arrange a meeting with the clinical educator to discuss the grade. If a student is not satisfied with the outcome of that discussion, they may appeal the grade to the Chair of Department of Audiology, in writing, within five (5) university business days of meeting with the clinical educator.

Outcomes of Not Passing Clinical Practica

If a student earns a B- or lower in a clinical practicum, any clinical contact hours accumulated during that course will not be counted.

With the exception of a student who is dismissed from the program, students who receive a grade of B- or lower in any clinical practicum course will be required to complete a comparable clinical practicum course in the next semester with an accompanying intervention plan. A student who continues in the program must successfully complete the intervention goals and achieve a passing grade the following semester. Successful completion of the intervention does not change or replace the previously earned grade.

Subsequent clinical assignments will be contingent on availability.

Clinical Program Policies

In-House Clinical Practica Expectations

When participating in clinical practica, students are expected to behave in a professional manner at all times, demonstrating appropriate behavior in all interactions including those with patients/patients, family members, staff and preceptors. Doctoral students are expected to meet professional responsibilities without being instructed directly to do so. Such behaviors include, but are not limited to, arriving early, being prepared, taking responsibility for own actions, completing all required tasks in a timely manner, etc.

These behaviors should be achieved by all students immediately upon entering the AuD program. Unacceptable performance on expected professional behaviors will result in lowering of the student’s grade and can result in ineligibility of clinical practica.

It is important to remember that the welfare of our patients is just as important as a student’s clinical education needs. In preparing for clinic, students must hold paramount the welfare of the patients you serve. Thus, you must always be prepared, provide your services competently, and act professionally by demonstrating the following:

- Abide by the American Academy of Audiology and the American Speech and Hearing Associations’ Code of Ethics. Ethical violations may result in permanent dismissal
from practica placement opportunities and may also subject you to dismissal from the academic program.

- Adhere to HIPAA guidelines (http://www.hhs.gov/ocr/privacy/). It is essential to protect the confidentiality of patients served at our in-house clinic and other affiliated facilities. Participation in clinic should be viewed as a privilege rather than a right.

- Maintain professional attire and demeanor at all times. Unprofessional conduct within the clinic or conduct that compromises the quality of the services provided to patients, may result in dismissal from clinical practica placements and from the academic program. All students must maintain background clearance in compliance with regulatory standards for professional practice.

**Attendance**

Students are expected to conduct themselves in a professional manner and be present, prepared and ready to begin all clinic experiences (not just arriving) at the scheduled time on all scheduled days.

Planned time off is generally not permitted. This applies to on-campus clinic and off-campus placements. Aside from religious holidays and weddings, do not plan absences for days when you are committed to be in clinic or at your off-campus placement without prior approval from your clinical preceptor/educator. A violation may result in termination of the clinic/externship and may affect your academic standing in the program.

The following constitute excused absences from clinic:

- **Student illness**
- **A personal emergency in the student’s immediate family, such as death, hospitalization, or other emergency situations.** In such cases, the student must contact the clinical educator and the Clinical Training Coordinator.
- **Attendance at professional meetings,** provided that absence has been pre-approved by the Clinical Training Coordinator at least one month in advance and typically prior to the start of the semester.
- **Religious holiday** - The clinical educator must be informed of the planned absences within the first full week of classes and/or placement, whichever comes first.

If illness or an emergency necessitates tardiness, absence, or early departure the student is responsible for notifying their clinical educator promptly. The student is then responsible for promptly completing a tardiness/absence form. The form must be completed by the student in cooperation with the clinical educator and submitting it to the Clinical Training Coordinator within 24 hours (following absence). Any discrepancy in reporting or underreporting of absences or tardiness may result in disciplinary action related to professional conduct.

Students are expected to make up all missed days. This may include extending the practica beyond the original end date with the agreement of the clinical educator. The student is expected to take initiative in planning a make-up time for any and all absences. If the clinical educator is not available to add make-up days, students should work with the
Clinical Training Coordinator to identify alternative experiences. If make-up opportunities are not available, the student remains subject to grading and review conditions described below.

A single unexcused absence or multiple excused absences may result in a substandard, or incomplete grade and initiate a review by the Executive Committee.

**Professional Attire/Physical Presentation**

Student clinicians are expected to abide by the following dress code. Students must consider their professional appearance not only when actively participating in clinical practica, but also any time they are utilizing clinic facilities. Our appearance should enhance our ability to perform our job; excesses and extremes that interfere with our safety and job function should be avoided.

The dress code is the minimum required and is not inclusive. This applies to on campus clinics, observation appointments, and external placements. External clinical sites may have specific requirements and students must abide by the requirements set by each site. In general, attire should be appropriate for the setting as well as the activity in which the student is involved.

The following guidelines provide the student clinician assistance in determining what is appropriate dress and appearance for the SJSU Audiology Clinic. These are not exhaustive or all-inclusive; faculty members will make final decisions regarding appropriate dress. You will be sent home if you fail to abide by these guidelines.

- Hairstyles, facial hair, and makeup should be conservative and in a neat appearance.  
  - Color should be naturally-occurring with no distracting dye or cut patterns
- Clothing should be neat, clean, and wrinkle-free.  
  - Clothing must cover shoulders, back, chest, midriff, buttocks and undergarments **at all times** regardless of body movement or position (e.g., when bending over or raising hands above your head)
  - Exposed chest or upper torso should not be visible from any angle
  - Shirt/blouse/dress shoulder straps should be at least 2-3 inches wide.
  - Shirts for men must be collared.
  - No t-shirts/Henley shirts
  - Undergarments should never be visible (e.g., extending beyond outerwear or visible through clothing)
  - Skirts should be no shorter than 3 inches above the middle of the knee cap
  - No shorts
  - No jeans, sweat pants/jeggings/leggings
  - Clothing should be neither too tight or excessively baggy
  - Clothing should not have holes/rips or distressed material
- No caps or hats of any kind. Head covering is allowed for religious purposes
- Shoes should be appropriate for a work setting, clean and in good repair  
  - Closed-toed shoes are required
  - No platform shoes over four (4) inches
  - No sneakers
• Piercings are considered inappropriate for clinic attire
  - Body piercings should not be visible
• Facial and oral jewelry are not permitted
  - Ear gauges are not permitted
  - Dangling earrings or hoops larger than one inch are not permitted
• Tattoos must be concealed by appropriate clothing.
• Excessive fragrance and odors must be avoided (perfumes, colognes, cigar and cigarette smoke, and body odors).
  - Fragrances should not be worn due to possible allergic reaction of patients
• Teeth and breath must exhibit evidence of excellent oral hygiene

**Standard Precautions and Infection Control**

At the SJSU Audiology Clinic standard precautions will be practiced to prevent contact with blood or other potentially infectious materials to reduce the risk of occupational exposure and to protect all parties involved. Anyone working in the Clinic must adhere to the policies and procedures set forth regarding precautionary measures to be taken to minimize the risk of infectious transmissions through cross infection.

**Infection Control Policies**

Audio booths and hearing aid fitting rooms are not equipped with sinks; however, a sink is available in the other areas of the clinical facilities. Waterless disinfectant for hands is available throughout the clinic, however soap and water should be utilized if hands are soiled. Germicidal disinfectant wipes will be kept in all examination rooms as well as in the hearing aid repair lab. Gloves, paper towels, and tissues are also available within the clinic. These shall be thrown in regular waste containers located on each room, which will be emptied each night.

Tools / instruments for sterilization will be placed in the appropriate container in the hearing aid repair lab. These will be sterilized on an as needed basis.

Each student clinician is responsible for cleaning test equipment and materials at the end of an appointment. Procedures are as follows:

**Surface Disinfection**

One of the most important steps in reducing the number of germs, and therefore the spread of disease, is the thorough cleaning and disinfection of surfaces. Surface disinfection is a two-step process. First clean with soap and water to remove gross contamination, then disinfect with a germicidal wipe (available in all examination rooms). This protocol will be used on:

1. Table tops and chairs between patients
2. Any equipment or materials handled or worn by patients

3. Toys

4. Telephones

**Handling Hearing Aids and Earmolds**

Hearing aids and earmolds are assumed to be contaminated and therefore should always be handled with gloved hands or with a disinfectant wipe. The following steps will be followed when receiving these items:

1. Receive the instrument/earmold in a disinfectant wipe or gloved hand.
2. Use a disinfectant wipe to clean the surface of the instrument.
3. A hearing aid stethoscope may be used on an instrument/earmold that has been disinfected properly. Disinfect the stethoscope prior to attaching it to another instrument. The person using the stethoscope should disinfect it after use.

**Audiologic Equipment**

Earphones and bone conduction oscillators are disinfected at the end of each day or as needed between patients. Disinfectant wipes are kept in each booth for this purpose. Specula, probe tips, and any other equipment that are single-use are to be thrown away in a waste container. Instruments that can be sterilized will be taken to the hearing aid lab for a chemical sterilization procedure.

**Toys**

1. Nonporous, easily cleaned toys will be provided. Plush toys are not permitted.
2. The student clinician should wash any toy coming in contact with bodily fluids in a bleach solution in the lab. The toys are then air-dried and put away. Gloves should be worn when handling the bleach and the bleach solution. The bleach solution is flushed down the sink drain after using. All other toys may be cleaned with a disinfectant wipe.
3. Gloves should be worn when cleaning toys and when handling toys known to have been exposed to bodily substances. The gloves are to be thrown in waste container.
4. Handwashing will be completed after cleaning and disinfecting toys. (See Handwashing Section for specific procedures.)

**Handwashing**

Experts agree that the single most effective practice that prevents the spread of germs is proper handwashing. Handwashing should be completed upon arrival at work, before and after contact with patients, after handling or preparing food, after using the toilet or changing a diaper, after removing gloves, and before going home. If hands come in contact with blood or body fluids, they should be immediately washed with soap and water. Hands
should also be washed after sneezing, coughing, or wiping a nose.

Follow the basic handwashing technique:

- Remove all rings and put them in a safe place while washing hands;
- Using a liquid antibacterial soap, lather your hands. Vigorously scrub the palms, backs of the hands, wrists and forearms under running water. Also clean under the fingernails and between the fingers;
- Thoroughly rinse the hands under running water;
- Use a duration of 30 seconds between patients (if not grossly contaminated) and when handling patient devices;
- Use a duration of 60 seconds when in contact with patients, devices, or equipment with gross contamination;
- Thoroughly dry hands by blotting with a paper or disposable towel to help eliminate germs.
- Since faucets are considered contaminated, turn faucets off with the paper towel used for drying hands.

In the event that the student clinician cannot access soap and water, a waterless hand disinfectant is available in each examination room for cleaning hands. Waterless hand disinfectants can be used if the hands are not visibly soiled, before direct client contact, after contact with client’s intact skin, and after removing gloves. Choose alcohol hand cleaners containing 70-95% isopropyl, ethanol, or n-propanol and 1-3% glycerol or other emollients. The waterless hand disinfectants are flammable liquids, so they should be handled with reasonable care. When using the waterless hand disinfectants, the clinician should use the following guidelines:

- Apply approximately 3cc of product to palm of one hand
- Rub hands together
- Cover all surfaces of hands and fingers
- Rub until hands are dry

**Gloves**

Gloves should be worn when contact with blood, body fluids containing visible blood, mucous membranes, or non-intact skin of patients. Gloves should be worn on the hand(s) that will come in contact with the blood or body fluid containing visible blood, or for handling items or surfaces soiled with blood or body fluids.

The student clinician should change gloves after contact with each client. Care should be taken so that the student clinician does not touch the contaminated portion of the glove. To remove gloves safely use the following procedure:

- Peel off one glove from the wrist to the fingertip;
- Grasp it in the gloved handed;
• Using the bare hand, peel off the second glove from the inside, tucking the first glove inside the second glove as it is removed.
• Wash hands after gloves are removed.
• Contaminated gloves are usually thrown away in a regular waste container.

**Supervision During In-House Practica**

Students are to be supervised by faculty members, adjunct clinical preceptor/educators, and community audiologists that are licensed by the state in which they practice. Levels of supervision will be adjusted to the experience and ability of the student. In no case will it consist of less than 25% of the student’s total contact with each patient and the Clinical Educator is to be on-site at all times a student is working with a patient.

Supervision must occur periodically throughout the practicum. It should be noted that in some settings (e.g., hospitals) 100% supervision of all student contact with patients may be required by the facility or by insurance providers.

**Off-Site Clinical Internship Education**

Preparation for off-site clinical internships will begin the first week of the AuD Program and will work towards clinical readiness and independence. Internships are targeted to begin in the fall semester of year two based on the individual student’s rate of progress.

To be eligible for off-campus clinical internships, a student should:
1. Successfully complete all of the academic classes in the fall, spring and summer semesters of year one in the program
2. Complete the In-House Core Clinical Competencies
3. Not be on remediation for clinic practicum in the current semester

The AuD program offers a wide variety of settings where students participate in clinical internship rotations. Opportunities are available to work in setting such as academic medical institutions, acute care hospitals, pediatric hospitals, early intervention programs, safety-net hearing and speech clinics and private practices. Students will have opportunities to develop clinical and professional skills drawn from entities with affiliation agreements with the SJSU AuD Department.

**Completion of Core Clinical Competencies**

In order to be considered for off-campus placement in the Fall semester of Year Two, the core competencies must be completed by the end of the Summer semester. Any student who has not completed the competencies will remain at the SJSU Audiology Clinic for the Fall semester. All competencies must be completed by the end of the Fall semester. Any
student who has not completed the competencies by this time is ineligible to continue in the program and will be disqualified at the end of the Fall semester.

Placement of Students in Internships

Students are encouraged to indicate areas of interest and to monitor the breadth and depth of their clinical experiences. While efforts are made to accommodate students' specific interests, ultimately, the Department of Audiology determines sites for each student, and no student is guaranteed experience in any specific setting type. Furthermore, every effort will be made place students in close proximity to SJSU (within a 60 mile radius), however students must be prepared to encounter commute times of up to 120 minutes or more one way due to the Bay Area commute traffic and specialty site locations. As possible, internships for students who rely solely on public transportation will be arranged at sites that are accessible by Caltrain (Commuter rail line serving Santa Clara Valley and the San Francisco Peninsula) and or by BART (Bay Area Rapid Transit) but may require extended commute times including walking. Students who do not have access to a vehicle may be limited in the types of settings and the specific sites available for participation in clinical internships.

The Clinical Training Coordinator manages placements for all students in the program. Based on the overall level of interest in a particular clinical site as well as the resources available at that site for any given semester, individual requests cannot always be met. Attempts are made to meet the students' requests as possible.

The Clinical Training Coordinator must always arrange new clinical internships. Students will not receive credit, nor count the contact time or skills towards requirements for practicum hours obtained under the direction of a non-approved clinical preceptor. Accreditation guidelines state that students may not make their own arrangements for practicum assignments or clinical experiences. All external sites require an affiliation agreement between the University and the learning site.

Withdrawal from Clinic

If a student deems it necessary to officially drop a clinic from his or her academic load, the clinical educator, faculty advisor, and Clinical Training Coordinator must be notified in writing of the decision before permission is approved. Dropping a clinic would be a rare occurrence based upon health problems or extremely unusual circumstances. Registering for a clinic requires a professional commitment to their potential patients on behalf of the student.

Requesting Clinical Internships

The ability to request preferences for off campus placements will be available in Calipso, the online tracking system. Students are not permitted to contact potential clinical educators regarding clinical placements without the express consent of the Clinical Training Coordinator, and any unapproved contact may result in disciplinary action. While student interests and place of residence will be taken into consideration, placements are predominantly based on achieving the breadth of experience required to meet the
educational goals for each student including exposure to culturally and linguistically diverse populations.

Efforts are made to notify students of their assignments in a timely fashion. Students should be prepared to begin at any time during the designated AuD semester dates. At times, there may be limited notice provided of off campus placement start-dates.

**Sites Greater than a 60 mile Radius from the AuD Department - Process**

Students interested in pursuing placements greater than 60 miles from SJSU are expected to facilitate the identification of potential sites and clinical educators in collaboration with the Clinical Training Coordinator. The Clinical Training Coordinator is responsible to contact and follow-up with potential sites to determine if there is an opportunity that includes appropriate supervision and experience for the student’s externship. If all parties are in agreement, the Clinical Training Coordinator will determine whether an affiliation agreement exists with SJSU and, if not, will initiate an affiliation agreement, as needed. Sites greater than 60 miles from SJSU should be identified well in advance, no less than 4 months prior to the potential start of the externship, and failure to do so may result in delays or the inability to place the student in the desired geographic location. Confirmation of the placement is contingent on established affiliation agreements and Clinical Training Coordinator approval of the experience. The university does not make any representations or guarantees regarding the potential for an agreement with any site.

**Internship Sites**

Written agreements are obtained prior to placing students at a facility. At a minimum, annual site visits are scheduled for each local facility where students are placed, to observe student performance and conference with site supervisor. A student is carefully matched with sites and supervisors based on the student’s other experiences to ensure they have a variety of experiences.

**Internship Site Onboarding**

Most sites will have specific requirements regarding bringing a student onboard for the rotation. Depending on the facility, there may be extensive safety, IT, HIPAA and confidentiality training as well as background checks and drug screens. *The student will have three weeks from the notification of clinical rotation to complete all of the onboarding requirements. Failure to complete these requirements may result in the Clinical Internship being cancelled.*

*If a drug screening is required,* the student should complete that testing IMMEDIATELY. Results from the testing can take up to 14 business days to be returned. If the drug screen results are not returned to the program by the three-week deadline, the clinical rotation may be cancelled. This will result in the student having to delay the externship by one semester and may result in additional tuition and fees.

**Student Coordination with Clinical Site**

Once all onboarding requirements are completed and submitted, the student should reach out to the clinical preceptor/educator via email to introduce his/herself and verify there are not any additional requirements the preceptor needs completed. The Clinical Training Coordinator
should be cc’d on this email. In the email to the primary preceptor include the following information:
1. A brief introduction
2. Advise the preceptor all onboarding documentation has been submitted

**Off Campus Preceptors/Educators**

The off-campus clinical preceptor/educator is as an extension of the San José State University’s AuD program. The off-campus clinical preceptor/educator is expected to provide the doctoral student with opportunities to meet graduation and licensing requirements in the State of California.

The following are expectations of the site clinical preceptor/educator to assist the student in meeting these certification standards:

- Support and guide students’ development by emphasizing critical thinking and problem solving, and by encouraging increasing levels of independence as students apply and expand their knowledge
- Engage in active teaching through practicum-specific expectations, treatment demonstration, observation opportunities and individual meetings.
- Teach the interview, assessment, treatment and counseling processes in a sequential manner
- Provide clear, up-to-date expectations for the student clinicians
- Ensure equitable consideration through the grading process
- Ensure students that you have current information and skills, as well as maintain appropriate state license
- Maintain a diverse client base in both clinic and community settings
- Submit a minimum of two feedback forms to the Clinical Training Coordinator providing evidence to support grade determination
- Meet on a regular basis with their intern to discuss their performance and progress.
- Provide a midterm and final evaluation of the student’s performance
- Discuss with the student, both midterm and final grade reports. The midterm evaluation allows the site supervisor and the student to develop plans for improving skills and performance. It also provides a mechanism to communicate student's performance with the DCE. If there are significant concerns at midterm, that is a time to communicate with the DCE so a development plan can be implemented. Midterms are due the beginning of the 7th week and final is due at the end of the experience.
- Provide the SJSU Clinical Training Coordinator the midterm and final grade forms that have been shared with the extern student during the externship.
- The Clinical Training Coordinator will be in contact at least 2 times during the off-campus placement period either through a personal visit, phone call, or email. However, this number may vary depending on needs of the off-site facility. If a student is having difficulty in the
placement early on, the site clinical preceptor/educator should notify the Clinical Training Coordinator to determine steps to take regarding the student.

**Clinical Externship/4th Year Placement**

**Eligibility for Externship Experiences**

The Externship is a 12-month position that starts July 1 or later, in which a student will generally accumulate a minimum of 1,850 clinical hours over the course of the year. The Clinical Training Coordinator oversees all AuD externship arrangements and identifies a site mutually agreed upon with the student and the clinical site/preceptor. Externship sites may be located locally in the Bay Area, within California, or possibly in another state. Most externship sites require an on-site interview and some sites do not have an associated compensation package. Students should keep this in mind when deciding where to apply.

To be eligible for the fourth year externship, a student should:

1. Complete all academic requirements through year three
2. Successfully complete/pass the Year 3 Oral Exam
3. Complete the Doctoral Research Project
4. Not be involved in a current remediation

**Required Professional Experience (RPE) Trainee License**

The State of California requires all Externs to have a trainee license, known as a Required Professional Experience (RPE) License. The externship can only start after the student receives the appropriate licensure for the state in which the externship is taking place. It is the responsibility of the student to apply for the temporary/training license in California or as appropriate in the state of the externship. The RPE license in the California requires a 12-month experience. Any RPE verification that is submitted to the Speech, Language Pathology, Audiology and Hearing Aid Dispensers Board (SLPAHADB) prior to the 12-month date will be returned to the student.

It is highly recommended that all documents sent to the licensing board are photocopied for your records (including checks) and that the documents are sent with a signature required for receipt.

**Externship Site Information**

For a list of all currently established externship placements with the SJSU Department of Audiology, refer to the Calipso system’s clinical site directory.

Students are encouraged to consult the American Academy of Audiology Registry of Clinical Extern sites, HearCareers, for ideas regarding possible options around the country:
Establishing New Externship Sites

If a student is interested in establishing a new externship affiliation, the student may contact the site to verify if an externship placement is available and to gather the required contact information to make a formal request. The student should email the Clinical Training Coordinator with their request and site contact information. Once the request has been made, allow at least 20 business days for the Clinical Training Coordinator to initiate contact and correspondence with the new site.

Ensure adequate time for the Clinical Training Coordinator to establish contact and conduct a pre-application interview of the requested site. During this interview, the Clinical Training Coordinator will determine if the requested site includes the threshold requirements to be considered for an externship site (evaluate level of interest, determine the ability for supervision, ability to send a student to that state, clinical services provided, protocols, etc.). *The pre-application screening call does not indicate that the site is appropriate for an externship placement. It is merely a pre-screen to determine if a student may apply.*

Subsequent determination that a site qualifies as an externship placement will be conducted after a student receives an offer for an externship. *The student is not allowed to accept an externship offer until the site has been fully vetted.*

Externship Site Requirements

Externship sites are the final year immersion experience for students. As such, the experience should be a well-rounded practice that includes breadth and depth of the scope of Audiology. All sites are expected to provide diagnostic evaluations on a variety of patients. To qualify for an externship placement, the site must also provide additional specialty areas and must also include probe mic measures as part of the *standard fitting protocol*. Sites that do not meet this requirement may qualify as a clinical internship placement or may be considered a part-time externship site, but are unable to be considered for a full-time externship experience.

Applying for Externship Placements

During the summer of year two, students should request to meet with the Clinical Training Coordinator to commence the application process. Students should prepare to have the externship applications ready to send out by September 1. Some sites have deadlines in mid-August or earlier and it is the student’s responsibility to be mindful of those dates. Students should bring a finalized copy of their resume and cover letter in addition to a list of desired externship sites.
At the meeting, the student and the Clinical Training Coordinator will review the documents submitted, discuss the externship list and identify faculty for letters of recommendation. After this meeting the student may send out the externship applications.

Failure to meet with the Clinical Training Coordinator prior to the August 31st deadline will delay the externship application process and may delay the externship.

Once the applications have been sent, the student should follow-up with the site regarding the status of the application and next steps. Students should be mindful of the application deadlines and have the ability to ask a site what the anticipated timeline for extending offers may be.

When scheduling fourth year externship interviews, students should be mindful of their third year internship schedule and commitments.

Upon receiving an offer that the student would like to accept, he/she must immediately contact the Clinical Training Coordinator. At that time the Clinical Training Coordinator will contact the site and schedule a meeting with the site to discuss establishing an affiliation agreement (if not already in place), credentialing of the preceptors who will be involved, determine licensure requirements, etc.

Students are not allowed to accept the externship offer until an agreement is in place and the Clinical Training Coordinator has fully vetted the site and licensure requirements.

Once the student has accepted an externship offer, he/she should inform all remaining sites of the need to remove their application from consideration.

**Registration and Grade Assignments for Externships**

During the externship year, all students will register for the Clinical Externship in Audiology class (AuD 526a), Clinical Externship in Audiology (AuD 526b) and Clinical Externship in Audiology (AuD 526c) during the summer, fall and spring and summer semesters of their fourth year.

A student must earn a grade of B or higher in the externship practicum course (AuD 526) for three semesters. A grade of B- or lower means that the student cannot count the hours of that semester for program requirements. Progress in the program may be delayed with any grade of B- or lower, and the student will be required to complete an additional semester of an externship. The additional semester may not be at the original externship site, may be without compensation, and will require the student to pay tuition and any associated fees.

**Licensure Requirements**

**RPE Verification Form**

If the extern has completed the experience in the state of California, the student and the preceptor must complete the RPE Verification Form and mail it to the Speech-Language Hearing, Audiology and Hearing Aid Dispensing Board (SLPAHADB) within 10 days of
completing the externship. The document must be original and contain original signatures. Scanned, photocopied and electronic signatures will not be accepted. The Board will need this document to process the permanent audiology license.

If the student has previously obtained the California HAD license, make a note on the top of the form that you already have a dispensing license and include the license number. This will alert the SLPAHADB that you should have a dispensing audiology license.

California requires a 12-month externship. If the student signs and sends the document early, the Board will send it back until the end of the externship. It is highly recommended that all documents sent to the licensing board are photocopied for your records (including checks) and that the documents are sent with a signature required for receipt.

**Official Transcript**
In order to process the application for full licensure in California, the SLPAHADB will need an official transcript with the degree conferred mailed directly from the University. The Board does not accept electronic transcripts.

For the state of California, the SLPAHADB will process an audiology license with an official transcript from the last semester of registration (e.g., summer semester) and a letter of completion/degree verification from the university. Students should order an official transcript to be sent during the final spring semester (if in California) or an official final transcript that includes the degree that has been conferred. Any transcript questions should be directed to the Office of the Registrar:

http://www.sjsu.edu/transcripts/

**Praxis Examination**
Students are responsible for signing up to take the National Examination in Audiology (Praxis). The exam can be completed and submitted to the SLPAHADB anytime during the RPE year. The Praxis report must be sent directly to the Board (Reporting Code R8544) and is required in order to obtain a license in the State of California. The minimum passing score is 170 for Audiologists.

There are a number of testing windows from mid-September to July. The Praxis for Audiology is not given over the summer months. Should a student decide to take the Praxis exam before starting the externship, mindfulness should be taken to schedule outside of class and clinic times. It is not allowable for students to miss class or clinic in order to attend a Praxis exam. It will be counted as an unexcused absence and any assignments, tests, quizzes given in class that day will receive “no credit.”

Registration for the Praxis exam can be found at www.ets.org/praxis.

**Letter of Completion**
If the student plans to be employed in the state of California after completion of all program requirements, but before the degree is officially posted, the student may request a Letter of
Completion for the licensing board. A Letter of Completion from the university states that all program requirements have been fulfilled and the degree will be conferred at the end of the semester. Letters will only be sent to the licensing board or official entity, not to the student.

Information that must be received to process a Letter of Completion:

1. Externship Finalization document – signed by the student and preceptor and emailed/faxed to the Clinical Training Coordinator on the last day of the externship.

Written request for a letter of completion must include the address in which the letter is to be sent. Any written request without including an address will not be honored.

Requests can be made to Department of Audiology Program Analyst. Students should leave ten business days for the request to be processed.

If the student is applying for licensure in a state other than California, the student must contact the licensing board of that state to enquire whether a Letter of Completion will be accepted. The state may or may not accept a Letter of Completion from SJSU. If the licensing board of the respective state determines they will not accept the letter, then the student must wait for the end of the semester and request an official transcript with the degree listed.
APPENDICES

Appendix A. Program Road Map
Appendix B. Oral Defense Rubric
Appendix C. Photo Release Form
Appendix D. Core Clinical Competencies
Appendix E. Clinical Skills Formative Assessment (CSFA)
Appendix F. Essential Functions Form
Appendix G. Confidentiality Agreement
Appendix H. Consent to Disclose Student Information
Appendix I. Core Clinical Skills Form
Appendix A: Program Road Map
San José State University, Doctor of Audiology
Program Roadmap

https://www.sjsu.edu/aud/doctor-of-audiology/roadmap/index.html
Appendix B: Oral Defense Rubric
# AuD Rating Form

**College of Health and Human Sciences**

**San José State University**

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**Student Name:** __________________________

**Date:** __________

**Faculty Name:** __________________________

Each faculty member completes their own assessment.

**Milestone:**

- 1st Year Qualifying Oral Exam
- 2nd Year Written Exam
- 3rd Year Oral Exam
- Research Project Defense

**Overall score:** ____ / ____

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<table>
<thead>
<tr>
<th>Integration of Basic Science and Clinical Knowledge</th>
<th>Organization of Knowledge</th>
<th>Responses to Questions</th>
<th>Oral/Written Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 Exceeded Expectations</strong></td>
<td>Responses to questions show integration of basic science from coursework and clinical application.</td>
<td>Responses contain distinct units of thought coherently arranged; occasional weakness in transitions between thoughts and logical flow.</td>
<td>Responses to questions are accurate but overly general; analyses go beyond the obvious.</td>
</tr>
<tr>
<td><strong>3 Met Expectations</strong></td>
<td>Responses to questions show some integration of science coursework and clinical application.</td>
<td>Responses are uneven; sometimes effective, but others are brief, weakly unified, or undeveloped; some awkward or missing transitions between thoughts.</td>
<td>Responses to questions are mostly correct but do include some factual, interpretive, or conceptual errors, or are overly general. Requires minimal guidance from the faculty.</td>
</tr>
<tr>
<td><strong>2 Below expectations</strong></td>
<td>Responses to questions show marginal integration of science coursework and little clinical application.</td>
<td>Repetitive, wanders. Needs guidance from faculty to answer the question.</td>
<td>Responses to questions are vague or irrelevant (address unrelated topics). Requires significant guidance from faculty to answer correctly.</td>
</tr>
<tr>
<td><strong>1 Unacceptable</strong></td>
<td>Responses to question show no integration of science coursework and little to no clinical application.</td>
<td>Responses are arbitrary or not structured, illogical or not coherent.</td>
<td>No discernable response or incorrect responses to most questions.</td>
</tr>
</tbody>
</table>

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Appendix C: Photo Release Form
Visual/Audio Image Release Form

I grant permission to California State University, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including but not limited to photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. CSU will not materially alter the original images. I agree that CSU owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university-sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them, or to be compensated for them.

I release CSU and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images. I am at least 18 years of age and competent to sign this release. I have read this release before signing, I understand its contents, meaning and impact, and I freely accept the terms.

Name (please print) ___________________________ Date ____________

Signature _______________________________ Telephone or E-mail address __________________________

Signature of parent or guardian if under 18 years of age __________________________ Address (optional) __________________________

Project Name
(Photographer Name/Contact Information/Location/Notes/Photo Caption)
## Appendix D: Core Clinical Competencies

### Student:

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Attempt 1</th>
<th>Attempt 2</th>
<th>Attempt 3</th>
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<tbody>
<tr>
<td>1 Routine Listening Check (10 min)</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
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<td></td>
<td>Score</td>
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<td>Preceptor</td>
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<td>2 Otoscopy</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
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<td></td>
<td>Score</td>
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<td>Preceptor</td>
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<tr>
<td>3 Ear Mold Impressions (30 min)</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
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<tr>
<td>Must be able to classify L/R</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
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<td>Preceptor</td>
<td>Preceptor</td>
<td>Preceptor</td>
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<tr>
<td>4 Progress Notes</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
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<td>Preceptor</td>
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<td>5 Report</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
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<td></td>
<td>Score</td>
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<td></td>
<td>Preceptor</td>
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<td>6 REM and RECD (30 min)</td>
<td>Date</td>
<td>Date</td>
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<td>Bilateral, Various Models</td>
<td>Score</td>
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<td></td>
<td>Preceptor</td>
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<td>7 ANSI Testing (30 min)</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
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<tr>
<td>Various models, compare spec, elct. &amp; air testing</td>
<td>Score</td>
<td>Score</td>
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<td>Preceptor</td>
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<tr>
<td>8 HA Troubleshooting (20 min)</td>
<td>Date</td>
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<td>Preceptor</td>
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<tr>
<td>9 Audio (60 min)</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
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<tr>
<td>1. Imprinting</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
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<tr>
<td>2. Yeast Battery</td>
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<tr>
<td>3. Explant Removal</td>
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<td>4. Mako Readout</td>
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<td>Preceptor</td>
<td>Preceptor</td>
<td>Preceptor</td>
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<tr>
<td>10 Setup and Execution of ABR</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
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<td></td>
<td>Score</td>
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## Appendix E: Clinical Skills Formative Assessment
Assessment Tool in Development
Appendix F: Essential Functions
Essential Functions for Admission, Retention, and Graduation

Introduction

The Department of Audiology at San José State University will adhere to standards set forth by the Council of Academic Accreditation. The program has the responsibility to establish clear expectations, provide opportunities, and evaluate student achievement in the areas of professionalism, foundations, identification, prevention, evaluation and intervention within the scope of practice of speech-language pathology. Applicants for the Certificate of Clinical Competence are considered to possess a breadth of knowledge, skills, and judgment necessary for independent professional practice within the scope of speech-language pathology. As a responsibility to the public to ensure that the program is preparing competent, future professionals, the program admission and retention decisions are based not only on satisfactory academic achievement but also on other skills and attributes, which serve as essential functions for successful completion of the degree, certification, licensure, and credential.

Essential Functions

The Department of Audiology at San José State University requires that students meet essential functions as defined by Schwartz et al (2007). The essential functions stated below enable a student to meet academic and professional requirements necessary for degree completion, certification, licensure, and credential. As stated by Schwartz et al (2007), “Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred items (*), however, are skills that are more inherent and should be present when a student begins the program.”

COMMUNICATION

A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language. *
  - Students with first languages other than English may be required to demonstrate documentation of required TOEFL scores per graduate admission requirements
  - Students with oral proficiencies below that necessary to fulfill professional clinical intervention and requirements will be enrolled in a clinical program(s) to improve proficiency. Students who cannot remediate oral competencies may be advised to withdraw from the program.
- Possess reading and writing skills sufficient to meet curricular and clinical demands.*
- 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. *
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of coursework and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

**MOTOR**

A student must possess adequate motor skills to:
- Sustain necessary physical activity level in required classroom and clinical activities.*
- Respond quickly to provide a safe environment for patients in emergency situations including fire, choking, etc.*
- Access transportation to clinical and academic placements.*
- Participate in classroom and clinical activities for the defined workday.*
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc) in a safe manner.
- Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).

**INTELLECTUAL / COGNITIVE**

A student must possess adequate intellectual and cognitive skills to:
- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.*
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- **Self-evaluate**, identify, and communicate limits of one’s own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

**SENSORY/OBSERVATIONAL**

A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:
- Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of
semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication).

- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a client’s family 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:

- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.*
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.*
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.*
- 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.
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

**Non-Discrimination Policy**

The California State University does not discriminate on the basis of race, color, ethnicity, national origin, age, genetic information, religion or veteran status in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. The California State University does not discriminate on the basis of disability in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. Title IX of the Education Amendments of 1972, and certain other federal
and state laws, prohibit discrimination on the basis of sex in all education programs and activities operated by the university (both on and off campus).

Accommodations

The Department of Audiology is committed to upholding the mission of the Accessible Education Center at San José State University by supporting educational development and success of students with disabilities in a student-centered and professional environment. However, students must be able to perform the essential functions necessary to practice as a speech-language pathologist with or without reasonable accommodations for successful completion of the graduate program in speech-language pathology, ASHA certification, and state licensure and credential. Although inquiry of disability is not permitted as part of the admissions process, students are urged to review the essential functions and standards prior to entering the program. Students requiring accommodations are responsible for providing appropriate documentation of their disability and to seek support from the SJSU Accessible Education Center.

Citations:


Essential Functions for Admission, Retention, and Graduation

By signing this document, I certify that I have read and understand the “Essential Functions for Admission, Retention, and Graduation.” I understand that as part of an accredited graduate program by the Council of Academic Accreditation in speech-language pathology, students eligible for successful completion of the program must meet the standards set forth by the American Speech-Language Hearing Association and California Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board. I understand Essential Functions, with or without reasonable accommodations, enable a student to meet academic and professional requirements necessary for degree completion, certification, licensure and credential.

By signing this, I am able to fulfill the Essential Functions, with or without reasonable accommodations, and agree to immediately inform my Advisor and the Department of Audiology Chair of any changes in my capacity to fulfill them. I understand I am responsible for providing the necessary documentation of my disability and for seeking support from the staff at the Accessible Education Center who will work with the faculty in the Department of Audiology to provide reasonable accommodations. I understand failure to demonstrate or maintain the Essential Functions may result in a recommendation to withdraw from the program.

Graduate Student Handbook

By signing this document, I certify that I have received and read the Department of Audiology Graduate Student Handbook.

________________________________________
Student’s Name (print)

________________________________________  ____________
Student’s Signature                                      Date

Please return page 5 of this document to the Department of Audiology Administrative Support Coordinator.
Appendix G: Confidentiality Agreement
CONFIDENTIALITY AGREEMENT

Applies to all SJSU-Department of Audiology “workforce members” including: employees, students and faculty, and volunteers.

It is the responsibility of all SJSU-Department of Audiology workforce members, as defined above, to preserve and protect confidential patient, employee and business information. The Federal Health Insurance Portability Accountability Act (HIPAA) Privacy Law, the Confidentiality of Medical Information Act (California Civil Code - 56 et seq.) and the Lanterman-Petris-Short Act (California Welfare & Institutions Code - 5000 et seq.) govern the release of patient identifiable information by hospitals and other health care providers. The State Information Practices Act (California Civil Code sections 1798 et seq.) governs the acquisition and use of data that pertains to individuals. All of these laws establish protections to preserve the confidentiality of various medical and personal information and specify that such information may not be disclosed except as authorized by law or the patient or individual.

Confidential Patient Care Information includes: Any individually identifiable information in possession or derived from a provider of health care regarding a patient's medical history, mental, or physical condition or treatment, as well as the patients and/or their family members records, test results, conversations, research records and financial information. Examples include, but are not limited to:
- Physical, medical and psychiatric records including paper, photo, video, diagnostic and therapeutic reports, laboratory and pathology samples
- Patient insurance and billing records
- Mainframe and department based computerized patient data and alphanumeric radio pager messages
- Visual observation of patients receiving medical care or accessing services
- Verbal information provided by or about a patient.

Confidential Employee and Business Information includes, but is not limited to, the following:
- Employee home telephone number and address
- Spouse or other relative names
- Social Security number or income tax withholding records
- Information related to evaluation of performance
- Information obtained from the records of the Department of Audiology which if disclosed, would constitute an unwarranted invasion of privacy

Peer review and risk management activities and information are protected under California Evidence Code section 1157 and the attorney-client privilege.

I understand and acknowledge that:

1. I shall respect and maintain the confidentiality of all discussions, deliberations, patient care records and any other information generated in connection with individual patient care, risk management and/or peer review activities.
2. It is my legal and ethical responsibility to protect the privacy, confidentiality and security of all medical records, proprietary information and other confidential information relating to SJSU-Department of Audiology and its affiliates, including business, employment and medical information relating to our patients, members, employees and health care providers.
3. I shall only access or disseminate patient care information in the performance of my assigned duties and where required by or permitted by law, and in a manner which is consistent with officially adopted policies of SJSU-Department of Audiology, or where no officially adopted policy exists, only with the express approval of my supervisor or designee. I shall make no voluntary disclosure of any discussion, deliberations, patient care records or any other patient care, peer review or risk management information, except to persons authorized to receive it in the conduct of SJSU-Department of Audiology affairs.
4. SJSU-Department of Audiology performs audits and reviews patient records in order to identify inappropriate access.
5. I agree to discuss confidential information only in the work place and only for job related purposes and to not discuss such information outside of the work place or within hearing of other people who do not have a need to know about the information.
6. I understand that any and all references to HIV testing, such as any clinical test or laboratory test used to identify HIV, a component of HIV, or antibodies or antigens to HIV, are specifically protected under law and unauthorized release of confidential information may make me subject to legal and/or disciplinary action.
7. I understand that the law specially protects psychiatric and drug abuse records, and that unauthorized release of such information may make me subject to legal and/or disciplinary action.
8. My obligation to safeguard patient confidentiality continues after my completion of the program and/or termination of employment with SJSU.

I hereby acknowledge that I have read and understand the foregoing information and that my signature below signifies my agreement to comply with the above terms. In the event of a breach or threatened breach of the Confidentiality Agreement, I acknowledge that SJSU-Department of Audiology may, as applicable and as it deems appropriate, pursue disciplinary action up to and including my dismissal/termination from the SJSU-Department of Audiology graduate program.

Print Name: __________________________ Signature: __________________________ Date: __________________________
Appendix H: Consent to Disclose Student Information to Clinical Sites
Consent to Disclose Student Information to Clinical Sites

I consent to allow the Department of Audiology to share information with clinical sites considered for my placement regarding the following:

- Immunization History
- Cleared Background Checks*
- Passed Drug Screen Results*
- Physician Clearance for Clinical Work*
- Health Compliance Training (e.g., HIPAA, Blood Borne Pathogens)
- CPR and First Aid Certification
- Recommended accommodations based on Accessible Education Center recommendations
- Specific skill development needs including identified clinical or professional remediation goals

* Clinical sites will be informed, “Student will not be placed at your facility.” No further details will be given if a student does not pass department and/or clinical site eligibility requirements.

My signature below is an agreement that I have read and understand this document and I understand that

✓ the signing of this consent form is voluntary, and
✓ I may revoke my consent at any time in writing to the Chair of the Department of Communicative Disorders and Sciences, and
✓ lack of consent may limit, delay, or prohibit clinical practicum assignments and such limits, delays, or prohibitions may impact my completion of the graduate program.

__________________________________________
Print Name

__________________________________________   _______________________
Signature                                          Date
Appendix I: Core Clinical Skills Form
Assessment Tool in Development