



## **STUDENT HANDBOOK FOR THE DOCTOR OF AUDIOLOGY PROGRAM**

***Department of Communication Sciences and Disorders  
James Madison University***

**2021-2022**

Revised 9/2019

Welcome to James Madison University and the Department of Communication Sciences and Disorders (CSD). The following information, rules and regulations are provided to guide your doctorate program in audiology with eligibility for clinical certification. In addition to this handbook, you are expected to comply with the policies set forth in the JMU Graduate Catalog which is located on the JMU website under **The Graduate School (TGS)**. This handbook is to serve as a supplemental source of information, and *does not supersede* any university policy.

### **Mission**

The Department of Communication Sciences and Disorders engages students, faculty and members of the community to advance the state of knowledge through basic and applied research, innovative professional and pre-professional education, and enhanced clinical practices to better serve those with communication disorders.

### **Overview of the Program**

The Doctor of Audiology degree program provides coursework and supervised clinical experiences leading to the development of clinical competence in the practice of Audiology. The program is designed to meet the academic and practicum requirements required for the Certificate of Clinical Competence in audiology issued by the Council for Clinical Certification of the American Speech-Language Hearing Association (ASHA) and state licensure for the Commonwealth of Virginia. The audiology degree program is a comprehensive and rigorous program of study that encourages the synthesis of information across didactic coursework, clinical experience, and participation in research. The primary objective is to educate students so as to be expert practitioners. The program also includes a rigorous research component consistent with the nature of a doctoral degree. It is expected that some students will wish to pursue research careers, for which they should consider either a post-Au.D. Ph.D. program or a concurrent/dual Au.D. /Ph.D. program, both of which options are offered at JMU.

Be aware that the requirements for ASHA, Virginia Licensure and the CSD program are not identical in all cases. Satisfactory completion of the JMU curriculum requirements leads to graduation and the Academic Unit Head's endorsement of your meeting requirements is necessary for ASHA certification and/or Virginia state licensure. **(Note: If you plan to pursue**

**licensure in another state, you are advised to investigate the licensure requirements for the designated state of interest and plan accordingly).**

### **Notice of Non-Discrimination and Equal Opportunity**

James Madison University does not discriminate on the basis of age, disability, race or color, height or weight, national or ethnic origin, political affiliation or belief, religion, sex, sexual orientation, gender identity or expression, veteran status, parental status (including pregnancy), marital status, family medical or genetic information, in its employment, educational programs, activities, and admissions. JMU complies with all applicable federal and state laws regarding non-discrimination, affirmative action, and anti-harassment.

The responsibility for overall coordination, monitoring and information dissemination about JMU's program of equal opportunity, non-discrimination, and affirmative action is assigned to the Office of Equal Opportunity (OEO). Inquiries or complaints may be directed to the Office of Equal Opportunity at (540)568-6991, [jmu.edu/oeo](http://jmu.edu/oeo), [oeo@jmu.edu](mailto:oeo@jmu.edu)

JMU prohibits sexual and gender-based harassment including sexual assault and other forms of inter-personal violence. The responsibility for overall coordination, monitoring and information dissemination about JMU's Title IX program is assigned to the Title IX Coordinator. Inquiries or complaints may be directed to the Title IX Coordinator: Amy Sirocky-Meck (540)568-5219, [jmu.edu/access-and-enrollment/titleIX](http://jmu.edu/access-and-enrollment/titleIX), [titleix@jmu.edu](mailto:titleix@jmu.edu)

## ***DEPARTMENTAL POLICIES AND PROCEDURES***

### **Communication within the Department**

Students are required to maintain access to email communications through their JMU Dukes email accounts. Faculty and administrators regularly communicate important information through these JMU accounts. Students are responsible for all information and deadlines communicated through student email accounts.

Students are encouraged to consider how they represent themselves to faculty, professionals, and colleagues through all means of communication. Keep professional judgment and confidentiality issues in mind when engaging in social media and email communications.

### **Honor Code and Integrity**

The academic program at JMU operates under an Honor System that dates back to the 1909–10 academic session. Students adopted the present Honor System in order to uphold individual and community integrity. Each student is expected to observe complete honesty in all academic matters and to report instances where another student has violated the Honor System.

A student Honor Council administers the Honor System, and every student who matriculates at the university, whether graduate or undergraduate, becomes a member of the Honor System. The university expects the cooperation of faculty members and administrators in upholding this Honor System. The Student Handbook provides full information on the Honor System, and the Honor Council office provides students with assistance in understanding Honor System policy. All incoming JMU students are required to complete an online Honor System Tutorial and test during their first semester. The Honor Code Tutorial video, test information and test are available at <http://www.jmu.edu/honorcode/test.shtml>.

Other Websites:

ASHA Code of Ethics:

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

ASHA Code of Ethics and Research:

<https://www.asha.org/practice/ethics/>

AAA Code of Ethics:

<http://www.audiology.org/resources/documentlibrary/Pages/codeofethics.aspx>

The Honor Council encourages all members of the JMU community to familiarize themselves with the Honor Code and Honor System procedures. The Honor Council office is located in Johnston Hall.

Occasionally students may be required to secure a proctor for an examination. Proctoring may occur electronically or in person. In some cases, a fee may be associated with the proctoring. The use and type of proctoring is at the discretion of the faculty and will be communicated to the student at the start of the course.

In addition to the University's Honor System Code, the Department of Communication Disorders requires that all students read and sign the Audiology Program Academic Integrity Agreement (Appendix O). This agreement describes expectations for proper conduct such as avoiding plagiarism, adhering to copyright laws, abstaining from cheating and use of

unauthorized resources, etc. To facilitate implementation of these expectations, students may be required to secure a proctor for an examination. Proctoring may occur electronically or in person. In some cases, a fee may be associated with the proctoring. The use and type of proctoring is at the discretion of the faculty and will be communicated to the student at the start of the course.

## **Departmental Funding**

There are a number of funding opportunities available to a limited number of qualified graduate students. A student receiving an assistantship or stipend must maintain a 3.0 GPA. Typically only full-time students (enrolled in 9 credit hours or more during fall and spring semesters) are eligible for funding.

### Graduate Assistantships

Assistantships are available to qualified students. These assistantships provide the student with a taxable stipend payable in twice monthly installments during the academic year, and a tuition or partial tuition scholarship. Duties related to the GA award include up to a 20 hour per week work commitment. Assistantships are not available during the student's fourth year. Students are encouraged to contact the Financial Aid Office for needs based assistance. Additional funding opportunities outside of the department are available on JMU Joblink.

From time-to-time other sources of funding may become available and conditions of the awards can vary. These are usually through research grants awarded to the department or a faculty member or offered by foundations within the profession or by other philanthropic agencies. Students will be advised when these are available. All financial assistance for Au.D. students is facilitated by the Program Director of Audiology whose responsibility it is to help students fund their education. All questions regarding Au.D. funding should be directed to the Program Director in the first instance.

## **Forms and Applications**

Most documents for the program are available electronically. Students are advised to access forms and applications available on the Graduate School website, CSD program website and the CSD Canvas site as needed.

## **Complaint Procedure**

Concerns about a course or faculty member should be handled with that faculty member whenever possible. If a faculty member does not address the concerns adequately or if it is not reasonable to approach the faculty member, students are advised to take their concerns to the Academic Unit Head.

If the complaint is programmatic in nature (not involving a course or faculty member), the complaint should be directed to the relevant Program Director (e.g., Audiology, SLP, Clinical).

For concerns about matters that could affect compliance with standards of accreditation, students or other interested parties can contact the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) directly:

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

Phone: 800-498-2071

Email: [accreditation@asha.org](mailto:accreditation@asha.org)

### **Remediation/Intervention Plan for Academic and Clinical Courses**

In order to meet the ASHA knowledge and skills objectives for an academic, a student must receive a B or better in the course. For some courses, instructors may require a grade of B or better for a specific assignment in order to demonstrate the knowledge and skill area, even if the overall course grade is a B or better. See course syllabi for individual requirements. Students who receive a B- or lower in a course (or a specific assignment as detailed in a course syllabus) will participate in an individualized remediation plan to facilitate their demonstration of the course/assignment knowledge and skill. When graded work is returned, it will be reviewed in class or via CANVAS. This practice is part of the formative assessment process and is designed to assist students to achieve the knowledge and skills relative to the assignment. Further, students who receive any grade below a "B" are encouraged to meet with the professor in order to review the materials relevant to the knowledge and skills included in the assignment.

For clinical courses, a student must receive a B or better in the course (reference clinical course syllabi for specific requirements based on semester enrolled in practicum). Clinical performance of knowledge and skills objectives will be reviewed at midterm and at the conclusion of the practicum experience via Typhon. Any student who receives a B-or lower for any one component (Evaluation, Intervention, Professionalism) on the Midterm/Final valuation or any student who receives a rating of "Unacceptable" for any one knowledge and skills objective on the rubric used for the Midterm/Final will participate in an individual Remediation/Intervention Plan to facilitate their demonstration of the clinical knowledge and skill(s). This practice is part of the formative assessment and is designed to assist students in achieving knowledge and skills relative to their clinical assignment(s).

### **Probation and/or Dismissal**

Students who have been admitted into the Communication Sciences and Disorders program must continue to meet all criteria for progression throughout their course of study. The appropriate department council monitors GPA, course grades, professional behaviors, and other program expectations. Failure to maintain the standards of academic performance and failure to demonstrate skills, behavior, and dispositions specified by the audiology program may result in probationary status or dismissal from the program.

Probation may occur when the overall GPA falls below 3.0 and/or the student does not demonstrate satisfactory progress, and/or fails to meet Essential Functions as outlined by the program. Probationary status includes an intervention plan and may include suspension of enrollment in CSD courses and practica.

Failure to meet the requirements of probation may result in dismissal. A student may be dismissed from the program if they receive three letter grades of C or one F in any of the graduate level coursework. As noted in the JMU Graduate Catalog, a student may also be terminated from the program for violations of the JMU Honor Code, or for failing "to make satisfactory progress toward the degree." If a student's program is terminated, the student's assistantship and tuition funding will cease. The student will not be permitted to enroll in any classes where credit(s) will be applied to the student's program.

After a decision is made, the student should be informed, in writing, of the recommendation from the department to The Graduate School and of his/her options by the Academic Unit Head and

the Program Director. The letter will include the decision of the council, specified concerns and behaviors, conditions (if any), appeal options and deadlines.

### **Due Process and Appeal**

Unless the student's difficulties involve a major disciplinary action or necessitate involvement of the JMU Behavioral Assessment Team and/or Office of Judicial Affairs, all of the steps are handled within the Department of Communication Sciences and Disorders. The University, the department and the program assure each student that his or her rights are respected and that due process is followed, in accordance with the guidelines in the JMU Student Handbook, the Graduate Catalog, and Department of Communication Sciences and Disorders, and University policies. If a student wishes to challenge a decision by the program, the student has the right to appeal.

The appeals procedure will be described in the letter from the Program Director and Academic Unit Head described above, and is detailed below.

1. If a student decides to appeal a decision of the program, he or she must notify the Academic Unit Head and Program Director of his or her intention to appeal, within two days of receiving notification of the decision.
2. The Department of Communication Sciences and Disorders Appeals Committee is made up of all Program Directors with the exception of any who have been involved in the process to this point (e.g., the student's Program Director). The Academic Unit Head appoints one of the committee members as chair. The Academic Unit Head may meet with the student to act as an impartial guide to the process and procedures. The Academic Unit Head also ensures that due process is followed, and that the process is fair. The name of the appeals committee chair, as well as all applicable deadlines, will be included in the letter from the program.
3. After notifying the chair of the appeals committee of his or her intent to appeal, the student then has up to one week to write a letter explaining the grounds of the appeal. The date that this letter is due and the name of the appeals committee chair will be specified in the letter from the Academic Unit Head.
4. The appeals committee may consider the fairness of the decision, possible flaws in the process, and/or additional evidence. The committee may request a copy of the letter presented to the student and/or other documents such as semester performance evaluations. The committee may also choose to meet with the student. The committee's decision will be given to the student in writing as soon as possible but in all cases within two weeks of the receipt of the appeal letter or meeting with the student, whichever is later.
5. Students are advised that the Office of the University Ombudsman is committed to providing students with impartial, independent and confidential support regarding university policies, procedures and regulations: <http://www.jmu.edu/stulife>.

The faculty of the Department of Communication Sciences and Disorders believes that these procedures are in accord with accepted practices and the ethical standards of our accrediting bodies and professional associations.

For concerns about matters that could affect compliance with standards or accreditation, students can contact the **Council on Academic Accreditation in Audiology and Speech-Language Pathology** (CAA) directly at:

**American Speech-Language-Hearing Association**

2200 Research Boulevard #310

Rockville, Maryland 20850

Phone: 800-498-2071

Email: [accreditation@asha.org](mailto:accreditation@asha.org)

**Students Experiencing Financial, Health, or Emotional Difficulties**

Situations involving students who are experiencing unusual financial, or physical/mental health crises, but who are in good standing in the program otherwise, are processed in as confidential a manner as possible. Supportive consultation is offered, and it may be necessary for the student to leave the program on a temporary basis. Students in such situations are strongly encouraged to seek services through Student Services at James Madison University. Students experiencing financial, physical, or emotional difficulties can meet with any faculty member with whom they feel most comfortable. If the situation must move beyond this meeting, the faculty member should contact the Program Director (in consultation with the student) for further suggestions.

**Students with Disabilities**

Students are advised that JMU's Office of Disability Services (ODS) is available as a resource to consider a range of accommodations for a wide range of conditions. No accommodations can be made by faculty without an approved plan from ODS: <http://www.jmu.edu/ods/>. This requirement applies to both clinical and academic coursework. Students seeking accommodations are strongly encouraged to meet with the instructor early in the semester in which accommodations are sought.

## ***ACADEMIC REQUIREMENTS***

**Program of Study**

The Audiology Doctoral Program (Au.D.) at James Madison University requires students to successfully complete the prescribed coursework and clinical practica. Students enrolled in the full-time academic program typically complete the program in eleven semesters. All students matriculate through the program as a cohort. All changes to a student's academic and/or clinical program of study must have prior approval from the appropriate council (e.g., AuD Council and Clinical Advisory Council).

The program is designed to provide students with comprehensive, high quality educational and clinical experiences to prepare them as entry-level professionals. Students should not anticipate completing the academic program in fewer semesters than posted.

**Advising**

Students can expect to receive both group and individual advising throughout the program. Some advising will occur face to face and other will occur online for purposes of student accessibility and convenience. In all cases, students are required to monitor their official JMU

email accounts and Canvas pages for updates.

Each student is assigned an academic advisor (Program Director of Audiology) who will assist with all academic matters, until a dissertation advisor is determined. At that time, the dissertation advisor will change the advisor status with the Graduate School, and the dissertation advisor will handle all advising from that point forward. The Au.D. curriculum is a lock-step program that does not allow a great deal of flexibility or selection of electives. However, the student's advisor will assist with individual needs and interests, discuss degree requirements and ASHA academic and clinical requirements, and help students to progress through the Au.D. program.

Although the Au.D. program is designed to prepare students as generalist practitioners that could competently practice in almost any area of audiology; students that develop an interest in a particular area of audiology are encouraged to discuss potential areas of concentration with their program advisor or other faculty member. Varying areas of specialization exist within audiology, i.e., medical, rehabilitation, pediatrics, geriatrics, among others. Students should discuss this with the Coordinator as early in the graduate career as possible so that pertinent course work and research experiences might be included in the academic program.

Students interested in teaching and research should consider pursuing the individualized research Ph.D. The Ph.D. may be pursued in conjunction with the Au.D. or in lieu of the Au.D. degree. Interested students should discuss this option with the Program Director of Audiology.

The CSD Audiology Council serves as each graduate student's program committee. The role of the student's program committee is to oversee each student's educational experience and to provide a support system during their matriculation. The Audiology Council, and the Director of Audiology Program, must approve all changes to a student's academic program of study in advance. If an academic problem occurs during the student's graduate career, the student's advisor, and if necessary, the Audiology Council will assist to resolve this problem; this may include establishment of a remediation plan.

The Clinical Advisory Council (CAC), and the Director of Clinical Education, must approve changes to the clinical program including practica enrollment and scheduling. If a problem occurs within a student's clinical education, the Director of Clinical Education, student advisor, and if necessary, the CAC will assist to resolve this problem; this may include establishment of a remediation plan.

## **Academic Degree Requirements**

Students must successfully complete four academic degree requirements to earn the Au.D. degree. These academic degree requirements are:

- 1) **Curriculum:** Successful completion of prescribed didactic and clinical coursework. The curriculum for the Au.D, as determined by the departmental faculty, currently comprises approximately 100 post-baccalaureate semester credit hours. It is possible for the exact number of credits to change during a student's program as modifications in the curriculum are made. Completion of any specific number of credit hours does not in itself guarantee the granting of the Au.D. Completion of the program typically takes 11 semesters.
- 2) **Annual Assessments:** Satisfactory completion of the annual assessment held at the end of each academic year (see section on *Annual Assessment of Student*)



*Performance*). The most rigorous of the annual assessments is at the completion of the third year, at which time a comprehensive examination of the student's ability to synthesize information across didactic and clinical coursework must be successfully completed.

- 3) **Dissertation:** Successful completion and defense of the dissertation. The dissertation commences early in a student's academic program, typically in the second year although students should be thinking toward a dissertation topic even in the first year. In conjunction with the Program Director and Department Head the student will request that an individual serve as dissertation advisor, and they mutually decide upon a viable topic of study. The dissertation concludes with the successful defense and submission of the final written dissertation, which is expected to occur near the end of the third year of the student's program of study, but could overlap into the fourth year and may even extend the length of the student's program in some cases.
- 4) **Professional Behavior:** An essential component in the academic training for entry into a clinical field is the individual's professional behavior when interacting with patients, faculty, and other students. Appropriate professional behavior is required for continuation in the program. Examples of appropriate professional behavior include (but are not limited to): regular and timely attendance in courses and practicum, actively engaging in learning activities, exhibiting respect for others and the opinions of others, facilitating the learning process for all, reflecting a high standard of health service through verbal interaction, dress, and appropriate interpersonal skills, and maintaining appropriate confidentiality in communications with patients, faculty, students, and staff. Evaluation of professional behavior is an ongoing process. Just as with the other three academic degree requirements, a student who does not successfully fulfill this requirement (i.e. demonstrate appropriate professional behavior as judged by the faculty and extern supervisors) will be discharged from the program.

## 1) Curriculum

The Au.D. coursework falls into three areas: prerequisite coursework, didactic coursework, and clinical coursework.

### **Prerequisite Coursework**

The Graduate Coordinator for Audiology will assist students in determining if their undergraduate study included all the necessary prerequisite coursework. Typically, students completing a bachelor's degree in Communication Sciences and Disorders at any CAA-accredited institution will meet JMU's prerequisites. Other students may need to complete prerequisite courses prior to or concurrent with graduate coursework.

### **Didactic Coursework**

A majority of the required credit hours are for didactic coursework. Students matriculating in the program with an earned master's degree can, with department approval, transfer credit for graduate coursework taken previously. After enrollment at James Madison University, graduate coursework may be taken from other universities, but only with prior approval by the department and the Graduate School. The student wishing to transfer credit hours to be applied to the Au.D. degree should refer to the current policies and procedures delineated by The Graduate School.

### **Clinical Coursework**

As a degree program with a strong clinical emphasis, the audiology program requires students to gain a substantial amount of clinical experience and demonstrate competence in a number of clinical skills areas. Students progress through a series of clinical experiences – practicums, rotations, and externships – comprising a practical continuum from on-campus to off-campus, from part-time to full-time, and from dependent to independent. The clinical sequence is structured so as to train entry-level clinicians, prepared to practice in most areas of audiology. Students will be assigned to as many different types of clinical experiences as possible. However, if a student has a particular interest in a specific area of audiology (e.g. pediatric population, etc.), the Clinical Instructor in Audiology will attempt to accommodate these interests, considering the need for students to obtain a variety of experiences.

### **Grading**

A graduate student must maintain a 3.0 Grade Point Average (GPA) to remain an unconditional graduate student. If a student falls below the 3.0 GPA the student's academic status is changed to probational. The probational student will have **one academic semester** to improve the cumulative GPA to the 3.0 standard. Students who do not meet the min 3.0 requirement at the end of the probation will be dismissed from the program. REMEMBER that a grade of B- equals 2.7 not 3.0. A student will be dismissed from the program if they receive three "Cs" or one F in any of the graduate level coursework. See section on Probation and/or Dismissal for more information. An incomplete grade is awarded only for extenuating circumstances, and the student has one semester to remove the "I" or the grade becomes an F. All "I" must be completed prior to graduation.

### **Grading Scale**

Letter Grade	Numerical Value
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C	2.0

## **2) Annual Assessments**

At the end of every academic year, students are required to have a formative assessment of their performance. The purpose of the assessments is to evaluate students' performance and progression through the didactic and clinical portions of the program. Assessment can vary in different years, and the following sections explain how each year's assessment is usually performed.

### ***First Year Assessment***

Before the completion of the spring semester the Graduate Coordinator for Audiology will schedule a meeting with audiology faculty to discuss each student's academic progress during the previous year. The purpose of this meeting is to 1) assess the student's extent and synthesis of didactic and clinical knowledge, and 2) provide feedback as to the faculty's perception of the student's performance over the previous

year. Assessment activities vary from year to year, and could include a student presentation, preparation of a written document, demonstration of clinical skills, completion of a formal written examination, or some other activity. Students will be notified in advance of any special preparation. Following the first year assessment, students receiving a favorable decision will be notified verbally as well as in a letter from the Coordinator of the results of the assessment. This communication may also convey any faculty concerns or positive feedback to the student. Students receiving an unfavorable decision will receive a letter outlining faculty concerns and steps for how the student may remediate these concerns. The student may also be asked to appear before the Audiology Council or to meet with the Coordinator to discuss their future within the program. The purpose of the letter and meeting is to address the faculty's concerns and options that are available to the student.

### ***Second Year Assessment***

At the completion of the second year, the Graduate Coordinator for Audiology will again schedule an assessment for each student. The purpose and process of the second-year assessment is identical to the first-year assessment described above, except that the expectations of knowledge and synthesis of material are greater for a second-year student. In addition to completing the second year assessment, students should be progressing on their dissertations as described under the section on dissertation later in this handbook.

### ***Third Year Assessment***

The third year assessment is multifaceted and includes the following components:

- PRAXIS Examination
- Knowledge and Skills Acquisition Review
- Qualifying Examination

Each of the components of the third year assessment is discussed in greater detail below:

#### *PRAXIS Examination*

The Praxis is a standardized national examination administered by the Educational Testing Service (ETS). Doctor of Audiology students are required to take the Audiology Specialty Area Test as part of the degree requirements for the Au.D. The ETS provides several free electronic official reports on behalf of the test taker. The student is required to submit the designated score recipient code for JMU (RA0313) while registering for the Praxis test. It is the student's responsibility to enter the proper score recipient code and ensure that the proof of test taking is available for the CSD department to verify prior to the start of the fourth year externship

While the department does not require a passing score on the Praxis as a graduation requirement, you should be aware that many professional and state agencies require a passing score on Praxis for issuing clinical certificate and/or licensure. The passing score is determined by ASHA, not the JMU program.

The examination focuses on three major areas: Evaluation, Management, and Administration. The examination has approximately 120 objective multiple-choice questions that must be answered in approximately 2 hours. To answer the test questions, students must recall basic knowledge, interpret data, and

use data to solve problems. Some questions may require the student to interpret and analyze data similar to that seen in a clinical setting. Students are strongly discouraged from taking the PRAXIS exam prior to the spring of their third year. Students who do not pass the PRAXIS examination in their first attempt should consult with the Program Director of Audiology to discuss retaking the exam. More information about the Praxis test is available at <https://www.ets.org/s/praxis/pdf/5342.pdf>

#### *Knowledge and Skills Acquisition Review*

At the end of each semester of practicum, clinical supervisors will rate audiology students in each skill area as to whether the skill is emerging or at a competent level. At the completion of the third year, a careful review of all knowledge and skills areas will identify areas that still need to be strengthened over the final year of practicum. Ultimately, prior to graduation, the student must demonstrate an acceptable level of competence in each and every knowledge and clinical skill area.

#### *Qualifying Examination*

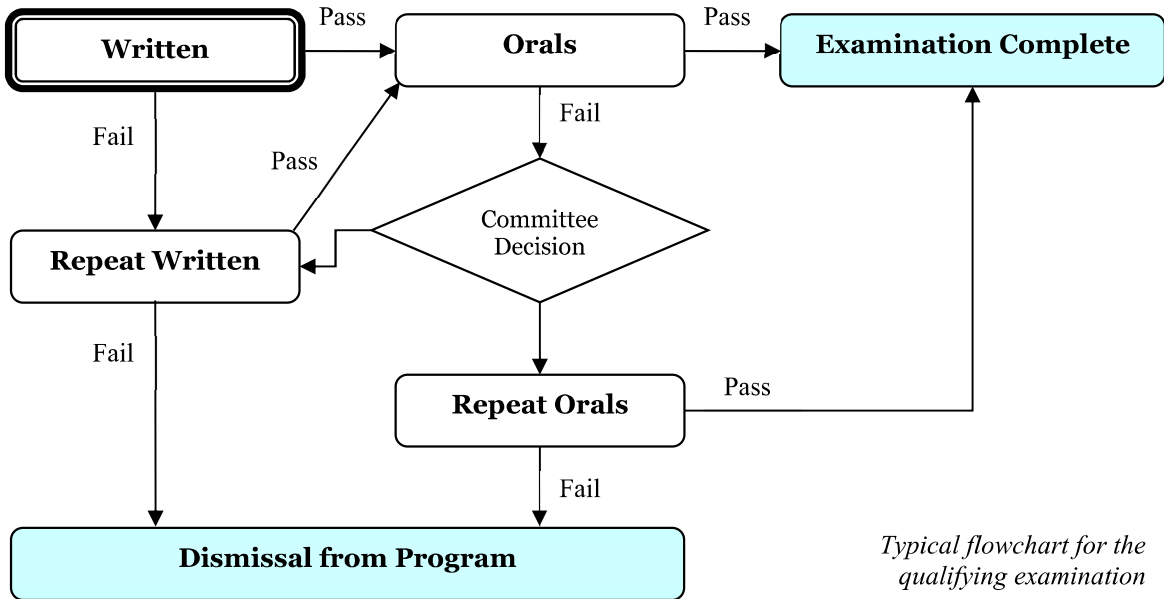
During the third year, each student must complete a doctoral qualifying examination. The examination consists of two major parts: a written and an oral evaluation. The objective of the examination is to cause the student to integrate and synthesize information across all didactic and clinical coursework so as to be able to solve real-world problems in audiology. Therefore, although it is important for the student to review information presented in their coursework taken during the previous three years, in order to be successful the student must be able to think and problem-solve across course boundaries and across didactic and clinical experience. The examination is conducted by the audiology faculty and may require information specific to a particular course, knowledge and understanding across the curriculum, or from a body of knowledge with which a doctoral student, nearing the completion of his/her didactic coursework, should be familiar.

Written Portion of the Examination: The written examination requires 16 hours of writing spread over four days. The audiology faculty will determine how the examination questions will be spread over the four-day test period and will inform the student of the examination plan at least four weeks before the examination date. The audiology faculty evaluates the written portion of the examination and students receive a decision of either “Pass” or “Fail within ten working days of the last test day. A grade of “Pass” does not necessarily imply that the student demonstrated perfect understanding of the subject matter, but only that he/she showed sufficient depth and/or breadth of understanding so as to not warrant a “Fail.” Detailed feedback is NOT typically provided at this time as students will have the opportunity to defend their responses in the oral defense. However, special conditions may be, and frequently are, attached to the “pass,” including those specifying deficiencies that must be met before proceeding to the next step. If these special conditions are not met to the satisfaction of the faculty, the student will receive a “Fail.” Students who do not pass the written portion may repeat it one time in accordance with The Graduate School regulations. These regulations currently state that the rewritten examination must be taken within 6 months of failure of the initial

attempt.

Oral Defense of the Written Examination: The oral portion of the examination provides another opportunity in different communication mode for the student to demonstrate his/her depth, breadth, and synthesis of knowledge. It also allows students to clarify, elaborate, and expand upon their written responses. The audiology faculty will determine whether or not a student successfully completes the oral defense portion of the examination and students are notified of the examination results at the completion of the oral defense.

Students who successfully complete the oral defense have passed their qualifying examination. Students who do not successfully complete the oral defense will be instructed by the assessment committee as to the next step. The committee may 1) decide that the student was not able to demonstrate adequate knowledge and synthesis and/or clarify the written answers sufficiently and require the student to repeat the written examination, or 2) decide that it was only the oral defense that was weak and require that the student repeat the oral exam, or 3) impose special conditions as determined by the committee, or 4) award a “Fail” of the oral defense. Again, in accordance with current Graduate School policy the repeat oral examination must be taken within 6 months of failure of the initial oral exam. A second “Fail” on either the written or oral examinations constitutes a failure of the qualifying examination and the student will be dismissed from the program in accordance with The Graduate School regulations.



At the successful completion of all portions of the third year assessment the Coordinator will notify the Graduate School of those students who have passed their qualifying examinations. Upon approval of both the Department and The Graduate School, the student will be considered a Doctoral Candidate. After admission to

candidacy, the student must enroll each semester in coursework to complete the degree requirements, typically consisting of practicum experiences and dissertation credit or continuance. Students who have not successfully completed all portions of the third year assessment will be notified in a letter from the Coordinator of the status of the student and addressing any faculty concerns or positive feedback to the student.

#### ***Fourth Year Assessment***

The fourth year assessment consists of:

- Presentation of the dissertation at the annual Ruth Symposium fall meeting or other professional forum, if the students has not already presented during an earlier year.
- Satisfactory completion of all didactic course work, practical experiences and successful acquisition of knowledge and skills areas
- Presentation of a written dissertation to the faculty, and successfully defending it before the dissertation committee and invited guests
- Submission of all final copies of dissertation to TGS, dissertation advisor, dissertation committee members, and the Department Head
- Assuring that the dissertation advisor has a copy of ALL stimuli, set-up files, raw data, and other materials that would be necessary to reconstruct the dissertation study
- Audit of the academic file to assure that all required materials are present (including all documents required for application for the Certificate of Clinical Competence if desired)
- Submission of Application for a Graduate/Doctoral Degree. A degree requirements checklist and the application for the degree are located at The Graduate School website.

### **3) Dissertation**

All Au.D. degree-seeking students must complete a dissertation, which is an independent research project and a requirement for the Au.D. degree. The research culminates in a scholarly analysis, interpretation and presentation of the assembled data. University requirements for the dissertation, along with deadlines for submission, can be found on The Graduate School website. Students successfully completing the dissertation should plan to work with their dissertation advisor, and as appropriate other members of their committee, to publish as a co-authored article their research in a peer-reviewed journal or, at minimum, present the work at a major conference. A timeline for completion of the dissertation is provided in Appendix B and students are asked to abide by the timeline as modified in consultation with their advisors. Failure to abide by the timeline can result in prolonging a student's program of study.

#### ***Advisor***

During the first and second years of the program students develop a research idea through a literature search, pilot research, or discussions with faculty. Students are strongly encouraged to select research topics that fit into a faculty member's ongoing research theme. Students should discuss their ideas with an appropriate faculty member, and begin to formally develop a proposal or prospectus. At this point the student must request that they be allowed to work with a specific faculty member on their dissertation (see Appendix C). The request form is submitted to the Graduate Coordinator for Audiology, who then passes the request to the CSD Department Head for endorsement. These requests must be submitted and approved early in the project planning stage and certainly well in advance of the prospectus meeting. The purpose of

this process is to assure that each student has an advisor and dissertation topic in a timely manner. Due to the number of students in the program and the limited number of faculty, students may be assigned to a dissertation advisor and topic other than their first choice so as to spread the advisory capacity of the faculty in order to provide adequate mentoring for the student's research undertaking.

### ***Committee***

The dissertation advisor and the student identify additional faculty to serve as dissertation committee members. The dissertation advisor chairs the dissertation committee. Each student's dissertation committee is made up of a minimum of three departmental faculty (i.e., chair and two members). A majority of the committee must be graduate faculty and at least one member of the committee must be a JMU tenure-track clinical audiologist. Under special circumstances, individuals from outside the CSD department and from outside JMU with expertise in the area of the research topic may be asked to serve as committee members. It is possible for an external person to mentor the student's dissertation, in which case the Graduate Coordinator for Audiology will serve as the chair of the dissertation committee and the external mentor serves as a non-voting member of the committee.

### ***Prospectus***

Once the dissertation advisor and committee have been approved, the student, aided by the dissertation advisor, prepares a formal prospectus that is submitted to the dissertation committee at least one week prior to the prospectus defense. A prospectus is a dissertation proposal that explains to the dissertation committee what research the student intends to perform for the dissertation project, what research was already performed and how this preliminary research proves why the research is important and how the research will benefit the audiology/speech-language pathology community. The prospectus must be defended before the members of the dissertation committee, who must offer their approval for the project to go forward. Once the prospectus is approved by the committee, the Approval of a Thesis or Dissertation Committee form (found on The Graduate School website) with appropriate signatures must be completed with the original copy with signatures forwarded to The Graduate School and a copy of the original provided to the Coordinator. Once the prospectus has been approved the student must meet frequently with his/her advisor and/or committee, and every semester must submit a Dissertation Progress Report (Appendix D) to discuss progress on the research. The first of these progress reports should include an attached statement of agreement for what is expected by the student as well as the expectations of the advisor.

Data must never be collected for a project that has not been previously approved by the Human Subjects Committee or Animal Care and Welfare Committee (as appropriate). Students may collect preliminary pilot data under a faculty member's direction if the project falls under activities already approved. The student may proceed to collect data for the dissertation only after the prospectus has been approved and appropriate approval has been received by the IRB or IACUC.

### ***Human Subjects***

Doctoral students who do research involving human subjects, prior to beginning their research, are responsible for obtaining permission of the Institutional Review Board on the Use of Human Subjects in Research (IRB). The student must complete training and submit forms, which can take several weeks to

receive approval. Doctoral students who will be using clinic populations in their research must involve the relevant supervisors and, if necessary, the Director of Clinical Education in their planning at an early stage. While clinical research has a high priority in the Department, protection of client confidentiality and obtaining client permission are prerequisites for involving this population in research studies.

#### *Animal Subjects*

Doctoral students who do research involving animals, prior to beginning their research, are responsible for obtaining permission of the Institutional Animal Care and Use Committee (IACUC). The student must complete training and submit forms as required, which can take several weeks to receive approval. Typically the use of animals in student research is performed under Institutional pre-approval for on-going animal studies in a faculty research laboratory.

#### **Oral Defense**

Once the written dissertation is completed (or nearing completion) an oral defense may be scheduled. Typically, the readiness of a student to orally defend is determined by the advisor, but a student may elect to defend without the approval of his/her advisor. The dissertation advisor will coordinate the dissertation defense date and location and posting this information for the academic public. At least one week before the planned date of the oral defense, the student **MUST** submit a copy of the dissertation to the advisor (either printed or electronic, at the advisor's discretion) and an electronic copy to each member of the dissertation committee. Preparation of the manuscript must be in accordance with The Graduate School regulations (see guidelines on the website). The time and place of the final defense will be announced and posted by the dissertation committee chair so that any member of the JMU community (faculty and students) who wishes to attend may do so. Family members and friends are not to be invited. All visitors are requested to notify the committee chair so that adequate seating is available. Students are encouraged to familiarize themselves with the deadlines imposed by The Graduate School to allow sufficient time between the oral defense and submission deadlines for graduation. It should be anticipated that there will be some required revisions to the dissertation as a result of the oral defense. Refer to the dissertation timeline in Appendix B.

#### **Dissertation Format**

The format of the dissertation will be determined by the Dissertation Committee with input from the student. The following are the possible forms the dissertation may take:

- Traditional format - refer to The Graduate School guidelines
- Manuscript format - the dissertation written to meet publication standards of a targeted professional journal, with an expanded introduction/literature review as an appendix.

#### **Submission**

After the oral defense, students must submit final copies of the dissertation that meet all conditions for changes required by the dissertation committee and guidelines specified by The Graduate School. The following copies should be submitted:

- Copies to The Graduate School as specified
- Two bound copies of the dissertation: one to the dissertation advisor and one to the Department Head. Students are responsible for ensuring that the bound copies



meet the department's requirements (e.g., type of binding, location of title and author on binding, etc.).

- One unbound copy or electronic copy of the dissertation to each member of the dissertation committee

Dissertations must be approved, signed and submitted to The Graduate School by the dates specified by The Graduate School for graduation in that semester (see calendar of dates on the Graduate School website).

### ***Post-Defense***

After the oral defense and before graduation, students must provide copies (or originals) of all materials related to the dissertation to the dissertation advisor. This should include, at a minimum, all stimuli, questionnaires, assessment materials, raw data, set-up files from the experimental paradigm, and any other materials or information that would be necessary to enable the replication of the dissertation project and analysis of data.

It is expected that the results of the dissertation study will be published and/or presented at a professional meeting by the student. Any publication or presentation arising from the use of the data and results should 1) include as authors the dissertation advisor and other members of the committee who made significant contributions, and 2) identify James Madison University as the author's affiliation at the time of the study. First authorship for any publication or presentation shall be determined by the individual carrying the greater responsibility for leading to publication or presentation. It is assumed, unless otherwise agreed upon, that the student will have six months following the successful defense of the dissertation to submit for publication or presentation any work derived from the data. After six months, if the student has not done so, the dissertation advisor has the right to take the lead in submitting the work. Students can and should waive the six month rule if they have no plans to submit the work for dissemination.

## **CLINICAL REQUIREMENTS**

### **Clinical Preparedness**

Documentation of numbers 1-13 must be completed and submitted prior to participating in any clinical activity:

1. **Hep B (3 series) & MMR:** *Submit documentation of vaccinations or satisfactory titers*
2. **TB (PPD):** *Submit negative report from MD prior to participating in Clinic*
3. **CPR (Adult and Child; AHA recommended):** *Submit documentation and maintain current certification*
4. **First Aid:** *Submit documentation and maintain current certification*
5. **Confirmation of Understanding Regarding Handbook:** *Sign and submit form; see Appendix E*
6. **Bloodborne Pathogens (Universal Precautions):** *Submit screen shot (with your name) of your completed Quiz; must achieve at least 80% accuracy*
7. **Lab Safety (ALRT-C):** *Complete and sign Acknowledgement form; see Appendix F*
8. **HIPAA:** *Submit screen shot (with your name) of your completed Quiz; must achieve at least 80% accuracy*
9. **Confirmation of Understanding Regarding Confidentiality:** *Sign and submit form; see Appendix G*
10. **Honor Code:** *Submit screen shot (with your name)*
11. **Essential Functions:** *Sign and submit page 4 of Essential Functions document; see Appendix H*
12. **Background Check:** *Complete per instructions and submit; see Appendix I*
13. **Mandated Reporter Training (child and adult)**  
<http://www.dss.virginia.gov/abuse/mr.cgi>

Documentation of number 14 will be submitted upon request by the Director of Clinical Education:

14. **Liability Insurance:** *Strongly recommended that each student obtain liability insurance*

Documentation of number 15 may be required for certain off-campus field placement sites:

15. **Varicella, Tdap, & Flu:** *May be required to provide documentation prior to initiating off-campus field placements*

## **Graduate Clinical Coursework**

Graduate students are required to enroll in a total of 20 credits in clinical coursework (CSD 519, CSD 539, CSD 619, CSD 629, CSD 639, CSD 719, CSD 729, CSD 819 (CE 850), CSD 829 (CE 850), and CSD 839 (CE 850)). Students must receive a **minimum grade of B-** in order to count direct clinical contact hours toward graduation. CSD 519 has a didactic class meeting time in addition to a practicum. Students must be enrolled in clinical coursework in order to obtain direct contact hours and to be covered under JMU's liability insurance. Failure to enroll in coursework may result in forfeiture of clinical hours obtained during all or part of the semester.

## **Clinical Hours**

Student clinicians must document clock hours over the course of their academic program.

Clinical hours are to be obtained according to ASHA guidelines:

<https://www.asha.org/Certification/2020-Audiology-Certification-Standards/>. Students will begin their direct client contact experience during the first year of coursework and will continue with direct client contact and clinical experience each semester throughout the completion of the program. Overall, each student will acquire an aggregate of at least 12 months of full-time clinical experience, comprising experience of sufficient depth and breadth to achieve the knowledge and skills outcomes required by the program and for appropriate credentialing.

***If a student receives a grade of C or lower in a practicum course, the clinical clock hours and clinical skills accrued during that enrollment will not count toward the CSD program requirements.*** Grades in practicum are held to the same standards as all graduate courses. Issues related to clinical education are addressed by the Director of Clinical Education and may be referred to the Clinical Advisory Council.

## **Clinical Skills**

Students are required to gain clinical experience and demonstrate competency in each of the following six areas: foundations of practice, prevention/identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration.

Students are responsible for maintaining their own records of clinical progress and documentation of clinical clock hours. This includes documentation of knowledge and skills acquisition. The current standards for CAA accreditation (2017) and the standards for CFCC certification (2020) require that applicants demonstrate specific knowledge and skill outcomes that are based upon an extensive practice analysis. All knowledge areas are directly tied to program coursework and are verified as being achieved by appropriate course and program formative and summative assessments. All skill areas are tracked across the diverse clinical assignments throughout the student's program of study and are verified as being achieved through direct observation and evaluation by internal and external practicum preceptors. Each of the required knowledge and skills areas are listed in Appendix A, along with the didactic or practicum experience(s) in which each are achieved. At the end of each academic year the student and his/her academic advisor review completed coursework. At the end of each semester the student provides the Clinical Instructor in Audiology one copy of a signed summary form and retains one copy for personal records. An overall tally of clock hour accumulation is kept semester by semester by each student. A specific number of clock hours is not associated with each enrollment credit.

## **Clinical Advisory Council**

The Clinical Advisory Council (CAC) consists of the Director of Clinical Education, Academic

Unit Head, full-time clinical educators, and at least two faculty members. The CAC approves policies, procedures, and practices of the JMU Audiology Clinic (AC). Following CAC approval, the Audiology Council will also review decisions for approval. The CAC also approves student requests for off-campus field placement sites. Any request by a student for a change to his/her clinical curriculum/placement must be submitted **in writing** to the CAC for consideration and approval. Students must understand that any changes to the prescribed matriculation through the program may impact their ability to graduate on time. In addition, if problems should arise within a clinical placement, the CAC will review the situation and may issue a remediation plan for student performance, modify the practicum requirements and clinical hours, or terminate the practicum experience. ***If the practicum is terminated due to misconduct or poor performance (final grade of a C or lower), clinical clock hours/clinical skills will not be counted toward program requirements.***

### **Clinical Certification Records**

Students are responsible for completion of all forms related to ASHA certification and graduation requirements. These include records of clinical clock hours and clinical skills. It is also the student's responsibility to obtain required signatures. It is strongly recommended that ***students maintain updated copies in several locations*** in the event of damage or loss.

### **Complaint Procedure**

Concerns about a clinical course or clinical educator should be handled with that clinical educator whenever possible. If a clinical educator does not address the concerns adequately or if it is not reasonable to approach the clinical educator, students are advised to take their concerns to the Director of Clinical Education. All other complaints should be handled per policy of the program.

### **Continuous Enrollment**

Students are to be continuously enrolled in clinical practicum. Acquisition of clinical hours and clinical skills toward ASHA certification must occur while the student is enrolled in clinical coursework.

### **Criminal Background Check**

Students must submit a current background check to the Off-Campus Field Placement Coordinator prior to initiating any clinical activity. Background checks will be reviewed in consultation with legal counsel for the protection of the clients served in the AC.

Additionally, students should be aware that off-campus field placement sites ***may require*** them to submit a current criminal background check (background checks are typically valid for one year). It is the responsibility of the student to arrange and pay for the background check and to keep it current in order to comply with the requirements of the various clinical sites. Background checks may be obtained through various sites; however, the CSD Department has an affiliation with Castle Branch, Inc. and can be located at <https://portal.castlebranch.com/JA47>.

### **Diversity**

Students will participate in activities aimed at increasing diversity awareness and cultural competency throughout the curriculum. Graduate students are exposed to diverse populations across all clinical coursework. Please refer to the College of Health and Behavioral Studies website for more details <http://chbs.jmu.edu/diversitycouncil.html>.

## **Documentation of Clinical Hours and Skills**

Students are responsible for the completeness and accuracy of clinical hours and skills. Students must verify accuracy of this information at the end of each semester. Failure to do so may result in forfeiture of hours or skills earned.

At the time of graduation, the student must submit to their advisor comprehensive documentation of all hours and skills earned across the categories outlined under “Clinical Hours.” Failure to do so may result in a delay/inability to obtain licensure and/or certification and/or employment.

## **Ethical Behavior**

High standards of ethical behavior are expected of students in all interactions with clients, client families, field placement supervisors, and other professionals. The graduate student is to abide by the ASHA Code of Ethics at <http://www.asha.org/Code-of-Ethics/>. Students are expected to report errors, and to acknowledge lack of preparation or knowledge that impacts performance. According to the JMU Honor Code, any form of cheating or lying, as well as withholding information about unprofessional or unethical behavior of peers is unacceptable. Unprofessional or unethical behavior is sufficient cause for dismissal from the program. Concerns of this nature will be referred to the CAC and the Audiology Council. Refer to the appropriate sections of this Handbook for information on probation, dismissal, and due process procedures.

## **JMU Honor Code**

All students are bound by the JMU Honor Code in their academic and clinical activities. Students are referred to <http://www.jmu.edu/honorcode/test.shtml> for a complete description of the Honor Code.

## **Liability Insurance**

It is strongly recommended that each student obtain liability insurance prior to their first off-campus field placement. Personal professional liability insurance is required for any student obtaining approved screening hours while not enrolled in a clinical course. For information on available plans, you may refer to <http://www.slhadvisor.com/BusinessInsurance/ProfessionalLiabilityInsurance.aspx>.

## **Student Professional Organization Membership Opportunities**

Audiology students currently belong to SAA (Student Academy of Audiology) <http://www.audiology.org/education-research/education/students>. Furthermore, Audiology students are encouraged to join national and local NSSLHA chapters. Benefits of membership include access to online ASHA journals and documents, discounts on conferences and certification/membership, local networking, and resume building: <http://www.nsslha.org>.

## **Professional Commitment**

The Department of Communication Sciences and Disorders Program has a commitment to both the students who desire clinical experiences and to the clients who will be served. In order to appropriately and adequately meet the needs of these clients, students commit themselves to providing services in a professional and responsible manner.

## Professional Dress

Students will demonstrate professional dress at all times and adhere to the dress code of their off-campus field placement.

- Clothing/accessories/general appearance should be neat, clean, and tidy
- No jeans, shorts, sweats, exercise pants, flip flops, or tennis shoes
- Given the different sensitivities of people, avoid fragrance/cologne
- Do not chew gum and avoid any type of lozenge or hard candy in your mouth
- Clothing should cover the midriff, chest, and lower back areas, even when the student bends over or sits down
- Remove tongue rings and excessive ear piercings; cover tattoos
- For males, slacks and collared shirts are appropriate
- Cell phones are prohibited during clinical activities and must remain outside of clinic rooms

Failure to comply with any of these mandates may result in a failing grade and/or dismissal from the clinical experience.

## Tracking of Clinical Clock Hours

The new ASHA standards do not require the AuD graduate to document a minimum number of clinical clock hours in order to graduate from the program. Instead, the new standards require the student to demonstrate competencies in various clinical areas as described in the new standards (<https://www.asha.org/Certification/2020-Audiology-Certification-Standards/>). However, the department requires the students to enter their clinical hours in the Typhon tracking software. This data can be accessed by the student and the program for three years after graduation. It is the *responsibility of each student* to record and document clinical clock hours. Students will record hours on the clinical hours log (see Appendix K) during first and second year and in the Typhon system all four years. Hours must be accurately entered in Typhon within **7 days following the patient appointment**. If hours are not entered in Typhon within 7 days, you will not receive credit for those clinical hours. It is the *responsibility of the student and clinical educator/preceptor* to ensure that hours are verified and approved in Typhon at midterm and final. **All students must keep copies of weekly hours' sheets (either hard copy or digital) for audit purposes.**

Students are responsible for printing a summary of clock hours from Typhon at midterm and final. This summary must be verified and signed and dated by the student and clinical educator/preceptor(s) and submitted to the off-campus field campus field placement coordinator (Stephanie Signorino). **Students must keep a copy for their own records.** Clinical hours are to be obtained according to ASHA guidelines.

**Failure to comply with documentation requirements for clock hours and clinical skills will negatively impact the student's grade in clinical coursework.**

## Typhon

The CSD program utilizes the Typhon system to electronically track and verify clinical hours and clinical skills, as well as the clinical and academic knowledge and skills for Audiology (see Appendix L). Students will be assessed a one-time fee (approximately \$90) for this service. Students are responsible for entering their case logs, verifying the accuracy of all information, and submitting copies of required paperwork. Random audits of student entries will be conducted to ensure the accuracy of all information.

# **JMU SPEECH-LANGUAGE-HEARING CLINIC POLICIES AND PROCEDURES**

## **Services**

The JMU Audiology Clinic (AC) offers full diagnostic, rehabilitative, preventative, and related counseling services, as well as hearing screenings for individuals across the lifespan. Services are provided within ASHA's Scope of Practice and Code of Ethics. The JMU AC does not discriminate on the basis of disability, gender identity and expression, sexual orientation, race, religion, age, and cultural or ethnic heritage.

## **Referrals**

Referrals for services within the JMU AC are accepted from schools, audiologists, physicians, health-related or other community agencies, family members of individuals, and self-referrals.

## **Access**

Graduate students are granted access to the JMU AC facilities through use of their JAC ID card.

## **Attendance**

In the case of illness or crisis, graduate students are to contact their clinical educator(s) and JMU AC administrative assistant immediately. The clinical educator(s) will make the decision to assign another student or to reschedule the client. In rare cases the student may be asked to contact the client directly. Under no circumstance is a graduate student to communicate with the client about an absence *before* obtaining the approval of the clinical educator. Any graduate student with a suspected infectious illness, rash, etc. should remove themselves from all areas of the AC and notify the clinical educator immediately. Other students and clients may be notified of exposure after medical confirmation of a contagious event. The graduate student is not to return to the AC until receiving medical clearance.

In the event of a planned/excused absence, students are to obtain the approval of the clinical educator before arranging for a replacement student.

***Under no circumstances are students to request absences from the practicum for any of the following reasons during their 3<sup>rd</sup> and 4<sup>th</sup> year:***

- Class or test preparation
- Fall or Spring break (JMU calendar)
- Trips or vacations
- ASHA examination preparation
- Personal schedules (including work)/non-emergency medical appointments.

**Third and fourth year audiology students will abide by their practicum site's schedule regarding holidays and closings due to inclement weather (not JMU's schedule).**

## **Billing Procedures**

Students are to inform their patients to check in at the JMU AC office when arriving. At the completion of services, it is the responsibility of the student to complete the super bill, contact notes, and any required Medicare related information. This policy applies even if a client is private pay or no charge. Failure to do so will result in disciplinary action. Students should refer all questions about billing to the clinical administrative assistant or Director of Clinical Education.

## Cell Phones

Cell phones and other personal electronic devices **are prohibited in Clinic rooms**; these devices may be kept in the Audiology Prep Lab area only.

## Patient Files

Each file is to contain:

- Contact record – written documentation of all communications and notations relevant to patient care. (e.g., phone calls, report mailings, conferences, cancellations, etc.)
- Referral information, and the appropriate *Case History* form
- Signed *Release of Information* and *Informed Consent* forms
- *Allergy* information form
- Signed reports with the most recent documentation placed on top
- Scored test forms, data collection sheets and reports from other professionals

Patient files and all patient-related materials are to be maintained in the locked file cabinets within the JMU AC. To remove a file from the file cabinet, in order to review the file in the Audiology Prep Lab area, the student must complete the Sign-Out Sheet. When returning the patient file, place the Sign-Out Sheet in front of the file drawer. **All files must be checked back in by 4:30 pm.** Failure to comply with this policy will result in disciplinary action.

## Patient Informed Consent and Information Release

Individuals being served in the JMU AC are informed that services are provided by graduate students under the supervision of ASHA-accredited and Virginia state-licensed professionals. Patients are given the option of agreeing to observers, photos and/or videotaping of the sessions, as well as to whom reports are to be released. Access to services for client who do not consent to observers, photos, and/or videotaping will not be affected. Written informed consent forms must be obtained **prior to** the delivery of any diagnostic or (re)habilitative or research activities.

## Data Collection

Graduate students may only use B Line to record data. *No personal electronic devices may be utilized in sessions.* Following the session, **all data should remain in the client's working file**, located in the locked file cabinet within the AC.

## Documentation

Students are responsible for written documentation for each client including, but not limited to, the following: Client Log, Informed Consent form, Allergy form, Client Attendance sheet, Superbill, Evaluation Report, Blue Notes, Order Forms, and Repair Forms. **All reports and progress notes must be completed on computers within the Audiology prep area using the secured R: drive. Students cannot use their personal computers to generate any clinical documentation. Failure to comply may result in dismissal from the program.**

## Fire/Emergency Plan

Planned tests of the alarm system will be announced. All unannounced fire alarms should be treated as real notifications that there is an emergency in the building. If there is an alarm, all occupants should **leave** the building immediately and calmly. Evacuation routes are posted in the JMU AC area. All doors and windows should be closed. Lights should be turned off. Fire doors in the hallways and stairwells should be closed. Elevators are programmed to stop



working during a fire alarm. Persons with disabilities should go to an area of rescue assistance where they can be assisted by rescue personnel. Students should accompany their client out of the building. When persons are safely out of the building, they should **move away** from it to one of the designated areas. Program personnel should try to account for staff, visitors, and clients who were in the building when the alarm sounded. Persons should remain in the gathering areas until cleared by fire personnel, police, or the building coordinator to return to the building. The building coordinator will be available to take a head count. **No one may reenter the building** for any reason until told it is safe to do so.

### **Gifts and Gratuities**

Students are not allowed to accept gifts of any monetary value from clients or their family members. This includes cash, checks, gift cards, gift certificates, etc. Tokens of appreciation that are of minimal value are allowed (e.g., baked goods, candy, child's artwork, holiday ornaments, etc.).

### **Health Insurance Portability and Accountability Act (HIPAA) Compliance and Client Confidentiality**

The JMU AC operates in compliance with HIPAA Privacy Rule, 164.502. All individuals are assigned a client identification number to protect confidentiality. All client files are kept in a secured location with limited access by authorized individuals only. The students and office staff are responsible for tracking files and maintaining records in a confidential manner. All Fax transmittals will include a Fax Transmittal Form coversheet. Digital data are not identified by client information and are maintained in a secure area. **Files are not to be removed from the AC.** Electronic client data should be stored on the R: drive and not on personal electronic devices. All electronic files on the AC computers will be wiped at the end of each day. Observation of sessions is restricted to authorized persons. The observation room is a closed area and not visible to all.

Each student is responsible for completion of HIPAA training. Students are expected to abide by HIPAA and Confidentiality policies as instituted by the AC and off-campus field placement sites. Failure to comply with the policies may result in dismissal from clinical practicum.

### **Identification**

Students are required to obtain and wear a name badge at all times when interacting with clients and their families. Instructions for obtaining name badges will be provided. Students are responsible for the cost of name badges. Undergraduate student observers must also wear an identifying badge obtained from the JMU AC administrative assistant.

### **Inclement Weather**

The JMU AC will follow the JMU schedule for closings and delays due to inclement weather. Students are to check the JMU website regularly for updates. During periods of inclement weather, students assigned to off-campus field placements are to follow the closing policy of the off-campus field placement site and not JMU.

### **Infection Control**

The health and safety of our clients and students are of utmost concern. Students will participate in Infection Control training prior to their clinic assignment. Additional training may be required by off-campus field placement sites. Students are expected to comply with infection control policies instituted by the JMU AC. The tutorial can be located at the following link: <http://www.jmu.edu/bbp/>. **Students must disinfect all materials and equipment**

**after each use. Clinic rooms must also be sanitized after each session.** Hand washing and/or use of hand sanitizer should be practiced regularly as part of universal precautions.

## **Intervention**

Students will be assigned clients within the JMU AC and affiliated settings under the direction of the Director of Clinical Education and clinical educators. Students are reminded that they are to be available for clinic assignments at any time, except for scheduled class times. Students are responsible to comply with all policies and procedures regarding paperwork, infection control, HIPAA and confidentiality and the graduate program. Students will participate in regular supervisory conferences with their clinical educator(s).

## **Mailboxes**

Students are assigned mailboxes, which are to be checked regularly. Mailboxes are located in the Audiology Prep Room.

## **Materials/Equipment Check-Out System**

The JMU AC has a collection of materials, books, audiometers, iPads, and digital recorders that may be checked out for *in house use only*. These materials are not to be used off campus unless permission is granted by a clinical educator. Please remember that we are a community of learners and the materials are used by everyone. Never place clinic materials in locations where they are not accessible to other students. After the session has concluded, please promptly disinfect and return the materials to their proper place.

Students are responsible for cleaning up after themselves. However, each student will be assigned a “Clean Up” week during which they are responsible for overall appearance and organization of the Audiology Prep Room.

## **Research**

One mission of the JMU AC is to conduct clinical research and advance the knowledge base of the profession. All clinical research will comply with the standards and processes put forth with the JMU’s Institutional Review Board (IRB) and HIPAA regulations.

## **Safety**

**No patient will be left unattended at any time.** Any *emergency* that requires a student to leave the client should coincide with an immediate report to the Clinic administrative assistant, clinical educator or Director of Clinical Education. **In the event that an accident occurs, a written incident report detailing the accident must be prepared and submitted to the Director of Clinical Education.** Police and security officers called to the JMU AC are also responsible for filing reports. Should charges be placed against students, clinical educators, or the University, the narrative reports and officers' reports are forwarded to the State Attorney General's Office for legal counsel and representation. The University's liability insurance protects all persons acting on behalf of the University. In general, medical costs associated with injury to a graduate student are covered by the individual’s health insurance policy.

Students should be aware of the safety policies and procedures for the AC as outlined in this document, posted in the Prep Room and described on the CHBS Public Safety Plan available at <http://chbs.jmu.edu/labs.html>. Completion of the ALRT- C form is required prior to participating in the AC and will be considered part of compliance with the safety plan. Students are required to seek assistance with any piece of unfamiliar equipment. All incidents of malfunctioning or unsafe equipment should be reported to the Director of Clinical Education.

### **Scheduling of Patients**

Students enrolled in clinical practicum courses will be assigned to client(s) in the JMU AC according to anticipated graduation, academic preparation, and client needs. Graduate students are expected to be available for clinic assignments with the exception of scheduled class times. Students will be notified of client and clinical educator assignments via email. It is the responsibility of the student to arrange a meeting with the clinical educator *prior* to the initial meeting with the client.

### **Socializing with Patients**

***It is inappropriate to fraternize with a patient (i.e., socialize outside of clinic) during the time period in which you are responsible for his/her clinic appointments.***

### **Videotaping**

Students are allowed to audio/videotape clients ***only after written permission has been obtained from the client or client's parent.*** Videotaping capabilities are available in each clinic room. If the student wishes to use additional audio/video recording equipment, the student **must use an electronic device (iPad or digital recorder) checked out from the JMU AC administrative assistant.** *No personal electronic devices may be utilized in sessions.*

## **OFF-CAMPUS PLACEMENTS**

All students are required to complete off-campus field placements according to their plan of study. Any changes to your clinical plan of study must be pre-approved by CAC. Students must understand that any changes to the prescribed matriculation through the program may impact their ability to graduate on time.

Students must be in good academic standing and have met the minimal clinical skills in order to request a placement.

Placement decisions are based, in part, on an individual's academic and clinical performance, level of experience, and consideration of the requirements of the clinical site. The combination of these factors enables both student and facility to be matched with one another so that the off-campus field placement experience will be mutually-beneficial and rewarding.

Please be aware that, in order to meet ASHA certification requirements, students **may be expected to commute 60 to 90 minutes** to accrue clinical clock hours and competences during their third year. The final 12 months of clinical training may be located some distance from campus. Students are encouraged to consider early in the program sites at which they may wish to accomplish this requirement, along with transportation needs and housing arrangements for the fourth year. (Some financial assistance during the full time externship in the fourth year may be available through the University but is not guaranteed.) Clinical assignments are made under the guidance of the clinical instructors and Director of Clinical Education. Final approval of assignments is obtained from the CAC and placements are secured by the Off-Campus Field Placement Coordinator.

The ASHA standards do not require the AuD graduate to document a minimum number of clinical clock hours in order to graduate from the program. Instead, new standards require the student to demonstrate competencies in various clinical areas as described in the new standards (<https://www.asha.org/Certification/2020-Audiology-Certification-Standards/>). However, the department requires the students to enter their clinical hours in the Typhon tracking software. This data can be accessed by the student and the program for three years after graduation. Each student is required to meet clinical skills within all areas as outlined in Appendix A.

### **Identifying Potential Sites**

1. Students should spend time reviewing options for placement sites, prior to their fourth year. Person-to-person networking, in addition to web searches, is often successful in identifying potential sites.
2. Students may elect to observe Audiologists at potential sites to increase understanding of their clinical populations. Students may contact sites directly to inquire about opportunities for observation only.
3. Students should not attempt to make formal arrangements with a potential practicum site without prior approval from CAC and the Off-Campus Field Placement Coordinator.

## Requesting Practicum Sites

1. Students complete an *Off-Campus Field Placement Request* form during the fall semester of second year, in order to initiate the formal process of obtaining a site for third year placements (see Appendix M).
  - Students must indicate their top 3 choices for placement within a given semester and/or for entire 3<sup>rd</sup> year.
  - Students are not guaranteed his/her choice of placements.
  - Failure to complete the form by the due date will result in a delay in initiating student requests
2. Students complete a list of choices for their 4<sup>th</sup> year placement, during the spring semester of their second year, to be submitted to the off-campus field placement coordinator, for CAC approval, prior to submitting an application to requested sites.
  - Students are not guaranteed his/her choice of placements.
  - Failure to submit the list by the due date will result in a delay in initiating student requests and applications.
  - Students are responsible for updating his / her list for CAC approval, prior to submitting any applications.
3. The Off-Campus Field Placement Coordinator will provide updates on the process. Failure to follow all instructions from the Off-Campus Field Placement Coordinator carefully may result in missed opportunities for placement.

## Securing Placements (3<sup>rd</sup> year)

1. *Off-Campus Field Placement Request Form* will be reviewed and approved by the CAC.
2. Students will be notified of the CAC decision by email.
3. The Off-Campus Field Placement Coordinator will contact the potential off-campus field placement sites on the student's behalf. Students are **not** to directly contact potential sites until they have been directed to do so by the Off-Campus Field Placement Coordinator.
4. Once the placement site is confirmed by the Off-Campus Field Placement Coordinator, students will receive an email informing them of the assigned off-campus field placement.
5. Once confirmed for a site, students do not have the right of refusal for an assigned practicum site or client/patient. Requests for change of placement must be approved by CAC. These change requests are rarely granted.

## Securing Placements (4<sup>th</sup> year)

1. *Off-Campus Field Placement Request List* will be reviewed and approved by the CAC.
2. Students will be notified of the CAC decision by email.
3. Upon approval by the CAC, the student may contact a site directly to complete an application for 4<sup>th</sup> year placement.
4. Student is to copy off-campus field placement coordinator on all correspondence requesting 4<sup>th</sup> year placement opportunities.

## Preparing for Placements

1. The Off-Campus Field Placement Coordinator or the 4<sup>th</sup> year sites will provide site-specific requirements that must be completed and turned in prior to beginning the placement. These requirements are mandatory and must be completed by the dates indicated or the placement may be forfeited.
2. Sites may require the following:
  - Documentation of a negative TB skin test
  - CPR and first aid certification. Please be advised that most hospitals require American Heart Association (AHA) certification (**not** American Red Cross)
  - Criminal background check
  - Evidence of HIPAA training
  - Completion of Infection Control training
  - Documentation of vaccinations, including: Hepatitis B, MMR, Tdap, and Flu
  - Other documentation specific to their system's policies
3. Every student is required to complete, along with the off-campus field placement preceptor, a *Student-Preceptor Agreement* form (see Appendix N). By signing this form, the student and preceptor agree to the terms agreed upon. This form must be returned by the end of the first week of the placement.

## During the Placement

1. Students are expected to fulfill their obligation to the practicum as outlined in the *Student-Preceptor Agreement* form. Even if the student earns all required clock hours/clinical skills before the conclusion of the semester, the student is required to fulfill their commitment for the duration of the agreement.
4. Be aware that at all times students are representing JMU, and more specifically the graduate speech-language pathology program and CSD department. It is essential that students conduct themselves with the highest level of professionalism in all interactions with patients/clients/families, supervisors, and other people or professionals with whom they interact during their placement.
5. If students encounter any problems or issues, they must contact either the Director of Clinical Education or Audiology Liaison.
6. If a student finds they are not able to fulfill their commitment to perform their off-campus assignment, they must present **in writing** justifiable reasons supporting their request to alter and/or withdraw from the placement site to the CAC **before** any changes can be made.
7. All changes in placement must be pre-approved by the CAC. Each request will be addressed on an individual basis, and the student will be expected to comply with the final decision of the council.
8. Withdrawing from placements or changes to the clinical plan of study may impact the student's ability to graduate in the expected time frame.

9. At midterm and final, students will submit a summary of clinical hours from Typhon that has been verified and signed by both the student and clinical preceptor(s).  
Students are ***required to maintain organized and legible original documentation (Clinical Hours Logs and signed summaries) of clinical hours and skills in either hard copy or digital format for audit purposes.***
10. At the conclusion of each off-campus field placement, students are required to complete a *Clinical Population* form (see Appendix M) and a *Site Survey* form (see Appendix N) and submit to the Off-Campus Field Placement Coordinator.
11. **It is the responsibility of the student to review the off-campus field placement handbook received at the start of each semester in an off-campus field placement.**

## Essential Functions

The program has the responsibility for selecting and evaluating its students; designing, implementing, and evaluating its curriculum; and determining who should be awarded a degree. Admission and retention decisions are based not only on satisfactory academic achievement but also on other academic factors, which serve to ensure that the candidate can complete the essential functions of the program required for graduation.

The Department has a responsibility to the public that its graduates can become fully competent audiologists, capable of doing benefit and not harm. Thus, it is important that persons admitted possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice audiology. These skills enable a student to meet graduate and professional requirements as measured by state and national credentialing agencies. Students will be regularly evaluated on his/her ability to meet the behaviors described in the Essential Functions document (see Appendix H). Failure to meet or maintain the Essential Functions may result in action against the student, including, but not limited to dismissal from the program. Audiology students will receive a full description of essential functions at the beginning of the program.

A student is recommended for graduation by the academic advisor, the AuD Program Director, and the Academic Unit Head after completing an *Application for a Graduate Degree*, including a properly approved Program of Study (and thesis outline, if applicable). *The Application for a Graduate Degree* form should then be submitted to and approved by the Dean of the Graduate School. This process should be undertaken at the **start** of the academic term (semester) in which the student plans to graduate (exact dates are specified on the TGS website).

**Students are responsible for assuring compliance with all graduation, certification, and licensure requirements. The student is responsible for maintaining accurate and updated records, and seeking assistance from the advisor as needed.**

The information below is to assist students in obtaining licensure and certification required for employment. Students are responsible for completion of all paperwork and fees associated with licensure and certification. The CSD program is not responsible for securing licensure. The CSD department will sign documents verifying completion of graduation requirements. In order to facilitate this process students are expected to participate in a check-out process immediately prior to graduation.

## Virginia State Licensure

A professional license is required to practice Audiology in the Commonwealth of Virginia, as is true for most states. Licensure in Virginia is awarded by the Department of Health Professions Board of Audiology and Speech Language Pathology. Regulations governing licensure are established by the Board and are presently undergoing some change as the profession is transitioning to the doctorate as the entry level into the practice of audiology. Students may contact the Board to obtain an application and a copy of the state regulations by writing:

Board of Audiology and Speech-Language Pathology  
Virginia Department of Health Professions  
Perimeter Center  
9960 Mayland Drive, Suite 300  
Henrico, VA 23233



Phone: (804) 367-4630

Fax: (804) 527-4471

[AudBD@dhp.virginia.gov](mailto:AudBD@dhp.virginia.gov)

<http://www.dhp.virginia.gov/aud/>

## **Clinical Certification**

Clinical certification is not required in order to practice Audiology in Virginia and most, if not all, other states. However, practicing Audiology without a license is against the law! Certification signals to the public and consumers of your services that you have met rigorous academic preparation and subscribe to high standards of ethical conduct and professionalism. Certification in Audiology has been available for a number of decades through the American Speech-Language-Hearing Association (ASHA). In recent years the American Academy of Audiology (AAA) has also offered clinical certification for Audiologists through the American Board of Audiology (ABA). The Au.D. program at JMU prepares students to meet ASHA standards for the Certificate of Clinical Competence in Audiology (CCC-A). Requirements for ASHA certification can be found at <https://www.asha.org/Certification/2020-Audiology-Certification-Standards/>. Many states will grant licensure to an applicant who possesses clinical certification through one or either of the professional associations without having to document other licensure requirements. Certification is typically available to Audiologists either with or without membership in the professional association. More information on certification is available from the following sources:

American Speech-Language-Hearing Association

2200 Research Boulevard

Rockville, Maryland 20850

Phone: 301-296-5700

<http://www.asha.org/Certification/AboutCertificationGenInfo.htm>

American Board of Audiology

11730 Plaza America Drive, Suite 300

Reston, Virginia 20190

Phone: 800-881-5410

<http://www.boardofaudiology.org/>

## **Job Opportunities**

The Career and Academic Planning office of James Madison University offers a series of services to assist you in the job market. Students and alum are directed to Handshake for job postings and career fair offerings: <https://www.jmu.edu/cap/handshake/index.shtml>

## **Appendix A. Knowledge and Skills Acquisition**

### *Didactic and Practical*

<b>Knowledge and Skills Areas</b>	<b>Academic</b>	<b>Practicum</b>
<b>Instruction in foundations of audiology practice must include opportunities for students to acquire knowledge in the following areas:</b>		
Normal aspects of auditory physiology and behavior over the life span (B8)	512, 513, 515, 516, 611, 621, 710, 711	
Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders	510, 515, 523, 525, 710, 711, 720	
Anatomy and physiology, pathophysiology and embryology, and development of the auditory and vestibular systems (B4)	512, 513, 516, 550, 611, 621, 633, 710, 711	
Principles, methods, and applications of psychoacoustics (B9)	514, 523	
Effects of chemical agents on the auditory and vestibular systems (B10)	510, 515, 525, 550, 633, 711	
Instrumentation and bioelectrical safety issues (B11)	510, 511, 516, 525, 551, 611, 621	
Infectious/contagious diseases and universal precautions (B12)	510, 525, 620, 633, 711	
Physical characteristics and measurement of acoustic stimuli (B13)	511, 523, 531, 611, 621	
Physical characteristics and measurement of electric and other nonacoustic stimuli (B14)	511, 516, 523, 611, 621	
Principles and practices of research, including experimental design, evidence-based practice, statistical methods, and application to clinical populations (B15)	525, 600, 620, 711, 720, 810, PSYC 605	
Medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems (B16)	516, 550, 611, 621, 633, 711, 720, 731	
Client/patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services (B2)	510, 514, 515, 525, 550, 622, 710, 711	
Genetic bases of hearing and hearing loss	515, 525, 633, 711	
Speech and language characteristics across the life span associated with hearing impairment (B7 and B6)	510, 511, 515, 525, 710, 711	
Development of speech and language production and perception (B5)	515, 523, 711	
Manual and other communication systems, use of interpreters, and assistive technology (B21)	510, 515, 525, 711	
Ramifications of cultural diversity on professional practice (B18)	515, 533, 711, 810	
Educational, vocational, and social and psychological effects of hearing impairment and their impact on the development of a treatment program (B3)	510, 515, 525, 710, 711, 820	
Health care and educational delivery systems (B17)	515, 533, 710, 711, 731	
Professional codes of ethics and credentialing (B1)	515, 533, 600, 731, 810, 820	
Supervisory processes and procedures (B19)	533, 731, 820	

Laws, regulations, policies, and management practices relevant to the profession of audiology (B20)	515, 533, 531, 711, 731, 810, 820	
<b>Instruction in prevention and identification of auditory and vestibular disorders must include opportunities for students to acquire the knowledge and skills necessary to:</b>		
Interact effectively with patients, families, other appropriate individuals, and professionals (C1)	510, 515, 525, 533, 710, 711, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Prevent the onset and minimize the development of communication disorders (C2)	515, 525, 531, 710, 711	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Identify individuals at risk for hearing impairment (C3)	510, 525, 531, 611, 621, 711, 810, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Apply the principles of evidence-based practice	510, 525, 620, 711, 720, 810, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Screen individuals for hearing impairment and activity limitation or participation restriction using clinically appropriate and culturally sensitive screening measures (C4)	510, 514, 515, 525, 531, 611, 621, 711, 810, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures (C5)	515, 525, 710, 711, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Administer conservation programs designed to reduce the effects of noise exposure and of agents that are toxic to the auditory and vestibular systems (C6)	515, 531	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
<b>Instruction in the evaluation of individuals with suspected disorders of auditory, balance, communication, and related systems must include opportunities for students to acquire the knowledge and skills necessary to:</b>		
Interact effectively with patients, families, professionals, and others, as appropriate (D1)	514, 515, 525, 550, 622, 710, 711, 720	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Evaluate information from appropriate sources to facilitate assessment planning (D2)	514, 515, 525, 711, 810, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Obtain a case history (D3)	510, 514, 515, 525, 550, 711	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Perform an otoscopic examination (D4)	510, 514, 525, 711	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Remove cerumen, when appropriate (D5)	510, 550, 711	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Administer clinically appropriate and culturally sensitive assessment measures (D6)	510, 515, 523, 525, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Perform audiologic assessment using physiological, psychophysical, and self-assessment measures (D7)	510, 514, 515, 516, 525, 550, 611, 621, 710, 711	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Perform electro-diagnostic test procedures (D8)	516, 611, 621, 710, 711, 731	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Perform balance system assessment and determine the need for balance rehabilitation (D9)	516	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Perform assessment for rehabilitation (D10)	510, 514, 515, 525, 622, 710, 711, 720	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Document evaluation procedures and results (D11)	514, 515, 711, 810, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Interpret results of the evaluation to establish type and severity of disorder (D12)	510, 514, 525, 710, 711, 810, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839

Apply the principles of evidence-based practice	620, 711, 720, 810, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Generate recommendations and referrals resulting from the evaluation process (D13)	514, 515, 525, 710, 711, 810, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Provide counseling to facilitate understanding of the auditory or balance disorder (D14)	510, 516, 525, 550, 710, 711	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Maintain records in a manner consistent with legal and professional standards (D15)	510, 525, 533, 711, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s) (D16)	514, 515, 711	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Use instrumentation according to manufacturer's specifications and recommendations (D17)	510, 511, 514, 525, 711, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Determine whether instrumentation is in calibration according to accepted standards (D18)	510, 511, 514, 525, 711, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
<b>Instruction in treatment of individuals with auditory, balance, and related communication disorders must include opportunities for students to acquire the knowledge and skills necessary to:</b>		
Interact effectively with patients, families, professionals, and other appropriate individuals (E1)	510, 515, 525, 533, 550, 551, 622, 711, 720	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Develop and implement treatment plans using appropriate data (E2)	515, 516, 550, 622, 711, 720, 810, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Discuss prognosis and treatment options with appropriate individuals (E3)	515, 516, 525, 550, 622, 711, 720	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Counsel patients, families, and other appropriate individuals (E4)	510, 514, 515, 525, 550, 622, 710, 711, 720	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Develop culturally sensitive and age-appropriate management strategies (E5)	515, 525, 710, 711, 720, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Collaborate with other service providers in case coordination (E6)	515, 550, 711, 720	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Conduct self-evaluation of effectiveness of practice	515, 620, 711, 810, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Perform hearing aid, assistive listening device, and sensory aid assessment (E7)	515, 525, 551, 622, 711	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Recommend, dispense, and service prosthetic and assistive devices (E8)	525, 550, 551, 622, 711, 720	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Provide hearing aid, assistive listening device, and sensory aid orientation (E9)	515, 525, 550, 551, 622, 710, 711	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Conduct audiologic rehabilitation (E10)	515, 525, 711, 720	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Monitor and summarize treatment progress and outcomes (E11)	515, 525, 550, 622, 711, 720, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Assess efficacy of interventions for auditory and balance disorders (E12)	515, 516, 550, 622, 710, 711, 720, 810, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Apply the principles of evidence-based practice	510, 515, 525, 620, 622, 711, 720, 810, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Establish treatment admission and discharge criteria (E13)	820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Serve as an advocate for patients, families, and other appropriate individuals (E14)	515, 710, 711, 720	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Document treatment procedures and results (E15)	515, 525, 533, 622, 711, 720, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Maintain records in a manner consistent with legal and	525, 533, 622, 711, 720,	519, 539, 619, 629, 639,

professional standards (E16)	820	719, 729, 819, 829, 839
Communicate results, recommendations, and progress to appropriate individual(s) (E17)	515, 525, 622, 711, 720, 820	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Use instrumentation according to manufacturer's specifications and recommendations (E18)	510, 516, 525, 551, 611, 621, 622, 711, 720	519, 539, 619, 629, 639, 719, 729, 819, 829, 839
Determine whether instrumentation is in calibration according to accepted standards (E19)	516, 525, 551, 611, 621, 622, 711, 720	519, 539, 619, 629, 639, 719, 729, 819, 829, 839

## **Appendix B. Dissertation Timeline**

The Audiology Faculty strongly supports the requirement of a formal dissertation in partial fulfillment of the Au.D. degree. Even though the Au.D. is a clinical degree, the preparation and mental exercise required in completing a dissertation will make students better clinicians and accomplished professionals. At the same time, most students enter an Au.D. program with the clear intent of becoming clinicians who may initiate their programs with little interest in research endeavors. As a result, the faculty acknowledge that Au.D. students may require more direction and encouragement from faculty than is typically afforded to students pursuing research degrees. The timeline offered below is meant to serve as a guideline to Au.D. students as they progress through the dissertation. Students should discuss this timeline and their achievement of these milestones with their dissertation mentor, who will probably modify certain deadlines. Students should understand that failure to maintain the pace established in this timeline may not constitute dismissal from the program but will very likely have the consequence of extending their time to degree.

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### **First Year: *Observation of Research***

- Tour research labs
  - Attend research forums (e.g. dissertation defenses, research seminars, visiting lectures, Ruth Symposium)
  - Participate in research as a subject when appropriate
  - Discuss research projects of senior classmates
- 

### **Second Year – Fall: *Developing an Idea***

- Explore topics of interest
- Review potential topics provided by faculty (menu)
- Develop a general hypothesis
- Complete a brief literature review
- Submit *Dissertation Advisor Request* to Department for approval

### **Second Year – Spring: *Refining the Idea, Developing and Initiating a Project***

- Complete review of the literature
  - State the testable hypotheses
  - Specify the proposed dependent and independent variables
  - Propose methods (determine an initial experimental design)
  - Perform a power analysis to estimate necessary sample size
  - Propose appropriate statistical methods to evaluate the data
  - Identify potential pitfalls and threats to validity
  - Prepare IRB or IACUC protocol and submit for approval
  - Form a dissertation advisory committee and hold the first meeting
- 

### **Third Year – Fall: *Data Collection***

- Get approval from dissertation advisory committee
  - Submit *Approval of a Thesis or Dissertation Committee* to The Graduate School
- Define and test methodology
- Collect data
- Begin data analysis

### **Third Year – Spring: *Final Analysis, Writing and Defending***

- By end of January: Literature Review and Methods Chapters to Advisor
- By end of February: Results and Discussion Chapters to Advisor

- By mid-March: Introduction Chapter and References to Advisor
  - **By end of March: All Chapters to committee and schedule Oral Defense**
  - **By mid-April: Successful Oral Defense**
  - By end of April: Submit copies of dissertation to Graduate School, Advisor, and committee members. Copies of all stimuli, assessment materials, and data to Advisor
  - May: Initiate Fourth-Year Clinical Experience
- 

**Fourth Year:** *Clinical Externship and Dissertation Follow-up*

- By November: Dissertation submitted for publication or release Advisor to do so
- January: Submit Application for Graduation
- May: Commencement Exercises.
- After May: Stay in contact with JMU!

**Appendix C. Au.D. Dissertation Advisor Request**

\_\_\_\_\_  
Student (print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Note: Your signature below indicates that you are willing to direct the dissertation research for the student listed above and to serve as this student's academic advisor through the remainder of his/her program.

\_\_\_\_\_  
Advisor (print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Proposed Area of Dissertation Research:**

**Potential Dissertation Committee Members:**

**Committee Members (print)**

**Affiliation**

\_\_\_\_\_  
\_\_\_\_\_  
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Approved:

\_\_\_\_\_  
Director of Graduate Program in Audiology

\_\_\_\_\_  
Date

Approved:

\_\_\_\_\_  
CSD Department Head

\_\_\_\_\_  
Date





**Appendix E. Confirmation of Understanding Regarding Handbook.**

**Confirmation of Understanding Regarding Handbook**

I have read and understand the Student Handbook for the Doctoral Program in Audiology. I agree to abide by the practices, policies, and procedures set forth in this Handbook along with those of James Madison University and the Communication Sciences and Disorders program. I also agree to abide by the James Madison University Honor Code in all aspects of academic and clinical conduct.

The program is guided by the principles put forth in the American Speech-Language Hearing Association Code of Ethics. High standards of ethical behavior are expected of students in all situations. Students are expected to report errors, and to acknowledge lack of preparation or knowledge that impact performance. According to the JMU Honor Code, any form of cheating or lying, as well as withholding information about unprofessional or unethical behavior of peers is unacceptable. This code of behavior includes accurate reporting of clinical hours. Unethical or unprofessional behavior is sufficient cause for dismissal from the program. My signature verifies that I have read and will adhere to all policies outlined in this Handbook.

---

Printed Name

---

Signature

Date

**Appendix F. Lab Safety (ALRT-C).**

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**Acknowledgement of Laboratory Responsibility and Training  
for Lab Classes and Lab-Based Educational Programs (ALRT-C)**

Course/Program Name and Number:

*The College of Health and Behavioral Studies (CHBS) Safety Plan* outlines policies and practices that apply to all JMU CHBS employees and students, as well as onsite outside contractors and visitors, whose work or activities inside a CHBS laboratory may expose them to hazards associated with laboratories containing chemicals, electrical/electronic equipment and mechanical equipment. Additionally, each CHBS laboratory facility has safety policies, procedures, and practices specific to that facility. Written copies of these safety policies, procedures, and practices are physically located within these lab facilities and are readily accessible.

I am aware that the CHBS Safety Plan is available to me on line at <http://chbs.jmu.edu/labs.html>. I acknowledge that I have reviewed this plan and that I am aware of my responsibilities to adhere to the practices and procedures outlined in that document along with any additional practices and procedures that may be part of the specific course syllabus. I acknowledge that I have received training in lab procedures and practices specific to the CHBS laboratories and facilities in which I am working. As such, I will not engage in activities that violate the intent and purpose of these practices and procedures and will not engage in any activity for which I have not had appropriate instruction or training.

**On \_\_\_\_\_ the person listed below completed training on laboratory safety,**  
(date)

**procedures and practices for the CHBS laboratory:** \_\_\_\_\_  
(CHBS Laboratory, Building & Room #)

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix G. Confirmation of Understanding Regarding Confidentiality.**

**Confirmation of Understanding Regarding Confidentiality**

I have completed the online HIPAA compliance module available on the JMU website. I have read the rules regarding confidentiality of information and agree to abide by the policies in securing information. I understand that violation of these policies may result in removal from the clinical experience, a failing grade in a semester's practicum, or dismissal from the program.

---

Printed Name

---

Signature

Date

## **Appendix H. Essential Functions.**

### **JAMES MADISON UNIVERSITY**

#### **Essential Functions of Speech and Hearing Sciences Education at James Madison University, Communication Sciences and Disorders**

#### **INTRODUCTION**

The graduate degree in speech-language pathology and audiology is recognized as a broad degree requiring the acquisition of general and specialized knowledge and skills in all applicable domains of speech and hearing sciences. The education of speech-language pathologists and audiologists requires assimilation of knowledge, acquisition of skills and development of judgment through patient care experience in preparation for independent and appropriate decisions required in practice. The current practices of speech-language pathology and audiology emphasize collaboration among speech language pathologists, audiologists, other health care and education professionals, the patient/client, and the patient/client's family.

#### **POLICY**

The James Madison University Communication Sciences and Disorders (CSD) Department endeavors to select applicants who have the ability to become highly competent speech-language pathologists and/or audiologists. As an accredited speech and hearing sciences program, the CSD Department's curriculum in Speech and Hearing Sciences adheres to the standards and guidelines of the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Within these guidelines, the CSD Department has the responsibility for selecting and evaluating its students; designing, implementing, and evaluating its curriculum; and determining who should be awarded a degree. Further, the Department has a responsibility to the public that its graduates can become fully competent and caring speech-language pathologists and audiologists, capable of doing benefit and not harm. Thus, it is important that students admitted to our graduate programs possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice speech-language pathology and/or audiology. Therefore, **admission and retention decisions are based not only on satisfactory academic achievement of prospective and current candidates but also on the candidate's ability to conduct the essential functions necessary to achieve the knowledge and skills standards required for graduation and certification by the American Speech-Language-Hearing Association (ASHA).**

#### **ESSENTIAL FUNCTIONS**

The essential functions are necessary foundation skills that allow students to safely participate in the program of study (including performing tasks and serving a variety of individuals across diverse clinical settings) in order to acquire the knowledge and skill sets for meeting ASHA certification standards in speech-language pathology and/or audiology. Prospective and current students must possess adequate skills in **communication, physical abilities, cognitive abilities, and personal, behavioral, and social attributes**, following the recommendations of the Council on Academic

Programs in Communication Sciences and Disorders (CAPCSD) [1]. The essential functions outlined and described below have been adopted and adapted from essential functions documents established by other ASHA-accredited programs [2-3]. Failure to meet or maintain the Essential Functions may result in action against the student, including, but not limited to dismissal from the program.

Prospective and current students must possess adequate **communication skills** to:

- ☞ Communicate effectively and in a timely manner with people in person, by phone, and in written form by considering the communication needs and cultural values of the communication partner(s).
- ☞ Be proficient in written and spoken English.
- ☞ Read and write sufficiently to meet curricular and clinical demands, including, but not limited to, medical records, standardized assessments, and clinical reports.
- ☞ Perceive and demonstrate appropriate verbal and nonverbal communication effectively and respectfully across settings in academic, community and clinical environments.

Prospective and current students must possess adequate **physical abilities** to:

- ☞ Sustain necessary physical activity level in required classroom and clinical activities.
- ☞ Negotiate patient/client care environments and be able to move between settings such as the classroom, health care facility, educational, or community settings.
- ☞ Manipulate and monitor equipment and materials to complete screening and evaluation protocols and treatment and behavior plans as well as reporting.
- ☞ Use fine motor and other sensorimotor skills to navigate the outer ear and speech mechanism (e.g., ear canal impressions, otoscopy, hearing aid fittings, oral mechanism exams, and swallowing protocols).
- ☞ Discriminate text, numbers, tables, graphs, and visualizations associated with diagnostic instruments and tests (e.g., identify anatomic structures and imaging findings).
- ☞ Monitor communicative responses across communicative domains.
- ☞ Recognize, identify, discriminate, and interpret linguistic and acoustic signals.
- ☞ Make travel arrangements to and from classroom and practicum/externship settings.
- ☞ Provide a safe environment for others when responding to emergency situations such as fire or choking or other medical emergencies, and in the application of universal precautions.

Prospective and current students must possess adequate **cognitive abilities** to:

- ☞ Comprehend, retain, integrate, synthesize, infer, evaluate, and apply written and verbal information sufficient to meet curricular and clinical demands.
- ☞ Generate discipline-specific documents and clinical reports in English.
- ☞ Seek relevant information, synthesize, and apply concepts and information from various sources and disciplines.
- ☞ Analyze, synthesize, and interpret ideas and concepts in academic and diagnostic/treatment settings.
- ☞ Problem-solve through critical analysis.
- ☞ Self-evaluate one's own knowledge and skill and be able to think reflectively and identify and utilize resources to increase knowledge.

Prospective and current students must possess adequate **personal, behavioral, and social attributes** to:

- ☞ Maintain appropriate personal hygiene and dress appropriately and professionally for varied environments and settings.
- ☞ Show respect for all individuals.
- ☞ Comply with administrative, legal, and regulatory policies.
- ☞ Uphold the code of ethics established by professional organizations such as the American Speech-Language-Hearing Association and the American Academy of Audiology.
- ☞ Meet responsibilities in a timely manner.
- ☞ Develop and maintain appropriate relationships with clients/patients and colleagues.
- ☞ Maintain composure in demanding situations.
- ☞ Adapt to changing environments and situations in clinic and classroom.
- ☞ Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- ☞ Accept appropriate suggestion and constructive criticism and respond by modification of behaviors.
- ☞ Display mature, empathetic, and effective professional relationships by exhibiting compassion, integrity, and concern for others.

James Madison University and our CSD department endeavor to educate a diverse group of students recognizing that in such diversity lies excellence. Included in this group are otherwise qualified students who have disabilities. The University and CSD department will provide reasonable accommodations to otherwise qualified students with properly documented disabilities who meet the minimum CSD requirements. *Reasonable accommodations will be provided as needed to facilitate a student's progress in learning, performing, and satisfying the essential functions presented in this document.* A reasonable accommodation should not fundamentally alter the academic and clinical requirements of the CSD program, pose a direct threat to the health or safety of the student or others, or present an undue burden to the institution. Determining appropriate and reasonable accommodations is an interactive and collaborative process involving the student, the CSD department and the Office of

Students with Disabilities (ODS) [3].

James Madison University is committed to providing access and equal opportunity for all students. JMU also strives to provide reasonable accommodations in its services, programs, activities, education, and employment for individuals with disabilities. Students who believe they have a disability for which they seek accommodation should request disability accommodation from the Office of Disability Services (ODS) at (540) 568-6705 (Voice/TDD), (540) 568-7099 (FAX), or [disability-svcs@jmu.edu](mailto:disability-svcs@jmu.edu). More information about ODS can be found at <http://www.jmu.edu/ods>

By signing this, I certify that I have read and understand the “Essential Functions of Speech and Hearing Sciences Education” and I understand that should I fail to meet and/or maintain the Essential Functions, I may be subject to action against me by the University, including but not limited to dismissal.

---

Signature of Applicant

---

Date

Return this document to:

Graduate Program Coordinator  
Communication Sciences and Disorders MSC 4304  
James Madison University  
800 S Main Street  
Harrisonburg, VA 22807

## REFERENCES

[1] Essential Functions in Communication Sciences and Disorders Pre-Conference Workshop Council on Academic Programs in Communication Sciences and Disorders (April 11<sup>th</sup>, 2007). Retrieved from

<http://www.capcsd.org/proceedings/2007/PreConferenceEFCasesandChecklist.pdf> .

*\*Last downloaded and viewed July 10<sup>th</sup>, 2017.*

[2] MGH Institute of Health Professions Department of Communication Science and Disorders Essential Functions/Technical Standards (December 8<sup>th</sup>, 2016). Retrieved from <https://www.mghihp.edu/sites/default/files/csd-essential-functions-12-16.pdf> .

*\*Last downloaded and viewed July 10<sup>th</sup>, 2017.*

[3] Essential Functions for Professional Education University of Iowa Communication Sciences & Disorders [PDF document] (nod). Retrieved from

[https://clas.uiowa.edu/sites/clas.uiowa.edu.comsci/files/2013-](https://clas.uiowa.edu/sites/clas.uiowa.edu.comsci/files/2013-Essential%20Functions%20CSD.pdf)

[Essential%20Functions%20CSD.pdf](https://clas.uiowa.edu/sites/clas.uiowa.edu.comsci/files/2013-Essential%20Functions%20CSD.pdf). *\*Last downloaded and viewed July 10<sup>th</sup>, 201*



## **Appendix I. Background Check.**

### **Criminal Background Checks**

Students enrolled in the M.S. in Speech Language Pathology or the Au.D. programs in the Department of Communication Sciences and Disorders at James Madison University must submit a certified criminal background check **prior to** participating in any clinical activities. Background checks are required to ensure the safety of our clients in the JMU Speech-Language Clinic and the JMU Audiology Clinic. Additionally, most off-campus field placement sites will require current background checks prior to initiating an externship.

It is the responsibility of the student to arrange and pay for the required check and to keep it current in order to comply with the requirements of the various clinical sites.

To obtain a background check through Castle Branch:

<https://www.castlebranch.com>

1. Click on “Place Order” in upper right corner and enter the following package code: JA47st
2. Review the information and verify that it says James Madison University
  - a. Virginia statewide criminal records (7 years)
  - b. Residence history (7 years)
  - c. Social security alert (confirms identity and legal employment status)
  - d. Nationwide database search (criminal records & nationwide sex offender registry)
3. Click on the Terms and Conditions of Use, and then click “Continue”
4. Create your secure account by entering identifying information needed for security and compliance purposes. The email used will become your Castle Branch username and will be the primary form of communication.
5. Payment methods include: MasterCard, Visa, debit card, electronic check, money order, or installment payment.

**Appendix J. Observation Hours.**

**JAMES MADISON UNIVERSITY COMMUNICATION SCIENCES AND DISORDERS  
Speech-Language Clinic and Audiology Clinic  
SEMESTER REPORT OF OBSERVATION HOURS FOR PRE-PRACTICUM PREPARATION  
SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY**

STUDENT \_\_\_\_\_ SEMESTER \_\_\_\_\_ DATE SUBMITTED \_\_\_\_\_  
 \_\_\_\_\_ GRADUATE \_\_\_\_\_  
 \_\_\_\_\_ UNDERGRADUATE \_\_\_\_\_

	PRE-PRACTICUM OBSERVATION	SITE	SUPERVISOR'S SIGNATURE	ASHA ACCOUNT NUMBER	CCC-SLP CCC-A
SPEECH (CHILD)					
SPEECH (ADULT)					
LANGUAGE (CHILD)					
LANGUAGE (ADULT)					
RELATED DISORDERS (DESCRIBE)					
AUDIOLOGY					
TOTAL HOURS					

**NOTES:**

--A minimum of 25 hours of observations is required to fulfill the requirements set forth by the American Speech-Language-Hearing Association.

--Students are responsible for maintaining this documentation of earned observation hours.



## **Appendix L. Typhon Final Assessment.**

### **Off Campus Final**

Completed by the **Clinical Supervisors**, regarding the **Students (Multiple classes)** , answered on a **As needed** basis, for **pre-determined combinations only**.

Before beginning an evaluation, the clinical supervisors will be asked to select which student they are evaluating.

**1** This form is used to document the graduate student's performance of specific clinical skills. Using the rating scale, the student will be rated at midterm and final and used, in part, to determine a semester grade. Refer to the *Handbook for Graduate Students* and course syllabus for more information on grading policies.

**2** Please use the following scale to rate the student's *professional skills*:

**NO (No/limited Opportunity):** The student did not have enough opportunities to demonstrate the clinical skill/competency.

**NE (Newly Emerging/Not Evident):** Competency/skill evident <20%. Requires constant supervisory modeling/intervention.

**E (Emerging):** Competency/skill evident 21-50%. Requires frequent supervisory instruction.

**D (Developing):** Competency/skill present, but needs further developing; evident 51-75% of the time. Requires frequent supervisory monitoring.

**R (Refining):** Competency/skill developed, but needs further refinement and/or consistency; evident 76-90% of the time. Requires infrequent supervisory monitoring.

**I (Independent):** Competency/skill well developed and consistent; evident >90%. Requires guidance and/or consultation only.

	<b>NO</b>	<b>NE</b>	<b>E</b>	<b>D</b>	<b>R</b>	<b>I</b>
Project a professional attitude and demeanor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Maintains professional appearance and conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Punctual for all clinical sessions and meetings						

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Adheres to AAA and ASHA Codes of Ethics					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Maximizes learning opportunities provided by each clinical assignment					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					

**3** Please use the following scale to rate the student's evaluation skills:

**NO (No/limited Opportunity):** The student did not have enough opportunities to demonstrate the clinical skill/competency.

**NE (Newly Emerging/Not Evident):** Competency/skill evident <20%. Requires constant supervisory modeling/intervention.

**E (Emerging):** Competency/skill evident 21-50%. Requires frequent supervisory instruction.

**D (Developing):** Competency/skill present, but needs further developing; evident 51-75% of the time. Requires frequent supervisory monitoring.

**R (Refining):** Competency/skill developed, but needs further refinement and/or consistency; evident 76-90% of the time. Requires infrequent supervisory monitoring.

**I (Independent):** Competency/skill well developed and consistent; evident >90%. Requires guidance and/or consultation only.

	<b>NO</b>	<b>NE</b>	<b>E</b>	<b>D</b>	<b>R</b>	<b>I</b>
Evaluate referral information for assessment planning						
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>						
Obtain case history						

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Screen for hearing impairment					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Screen for speech/language disorders					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Perform Otoscopy					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Conduct pure tone air/bone w/masking					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Conduct speech audiometry					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Conduct OAE audiometry					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Conduct Immittance audiometry					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Conduct AEP testing					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
<b>NO</b>	<b>NE</b>	<b>E</b>	<b>D</b>	<b>R</b>	<b>I</b>
Conduct vestibular evaluation					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Conduct vestibular repositioning maneuver					

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Conduct CAPD evaluation					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Conduct AR Assessment					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Document evaluation procedures and results					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Interpret results to establish type and severity of loss					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Counsel patient/family re: results & treatment					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					
Generate appropriate rx and referrals					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment: <input type="text"/>					

**4**

Please use the following scale to rate the student's treatment skills:

**NO (No/limited Opportunity):** The student did not have enough opportunities to demonstrate the clinical skill/competency.

**NE (Newly Emerging/Not Evident):** Competency/skill evident <20%. Requires constant supervisory modeling/intervention.

**E (Emerging):** Competency/skill evident 21-50%. Requires frequent supervisory instruction.

**D (Developing):** Competency/skill present, but needs further developing; evident 51-75% of the time. Requires frequent supervisory monitoring.

**R (Refining):** Competency/skill developed, but needs further refinement and/or consistency; evident 76-90% of the time. Requires infrequent supervisory monitoring.

**I (Independent):** Competency/skill well developed and consistent; evident >90%. Requires guidance and/or consultation only.

	<b>NO</b>	<b>NE</b>	<b>E</b>	<b>D</b>	<b>R</b>	<b>I</b>
Develop appropriate treatment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Determine need for cerumen removal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Establish tx admission and discharge criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Conduct hearing aid evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Select and recommend appropriate amplification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Correctly fit and dispense amplification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Assess amplification system - electroacoustic analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Assess amplification system - real ear measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Additional Comment:	<input type="text"/>					
Assess amplification system - subjective/behavioral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Provide amplification orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
	<b>NO</b>	<b>NE</b>	<b>E</b>	<b>D</b>	<b>R</b>	<b>I</b>
Provide aural rehabilitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Assess for, counsel, and fit other assistive devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Assess for, counsel, and manage sensory devices (CI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Document treatment procedures and results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Assess treatment efficacy to include self-evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Monitor and summarize treatment outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Counsel patient/family/other re: treatment outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Generate appropriate rx and referrals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comment:

**5** Please use the following scale to rate the student's *general clinical skills*:

**NO (No/limited Opportunity):** The student did not have enough opportunities to demonstrate the clinical skill/competency.

**NE (Newly Emerging/Not Evident):** Competency/skill evident <20%. Requires constant supervisory modeling/intervention.

**E (Emerging):** Competency/skill evident 21-50%. Requires frequent supervisory instruction.

**D (Developing):** Competency/skill present, but needs further developing; evident 51-75% of the time. Requires frequent supervisory monitoring.

**R (Refining):** Competency/skill developed, but needs further refinement and/or consistency; evident 76-90% of the time. Requires infrequent supervisory monitoring.

**I (Independent):** Competency/skill well developed and consistent; evident >90%. Requires guidance and/or consultation only.

	NO	NE	E	D	R	I
Modifies techniques for pediatric patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Modifies techniques for geriatric patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Modifies techniques for difficult-to-test patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Works effectively with patients from diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comment:	<input type="text"/>					
Interviews and counsels patients/families effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Establishes and maintains rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Collaborates with relevant professionals as necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Serves as patient/family advocate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Appropriately documents procedures and results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Synthesizes information in making clinical decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
	<b>NO</b>	<b>NE</b>	<b>E</b>	<b>D</b>	<b>R</b>	<b>I</b>
Produces acceptable written reports and patient logs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Completes patient care documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Correctly completes billing forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comment:	<input type="text"/>					
Assesses and maintains equipment calibration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comment:

Uses instruments according to specs and recommendations

Additional Comment:

**6**

Please rate your overall evaluation of the student's performance this semester.

Performance has been exceptionally high and outstanding in all areas.

Performance has been significantly above expectations.

Performance has been above expectations.

Performance has been satisfactory/average.

Performance has been marginal; specific concerns to be improved immediately.

Performance has been inadequate; an improvement plan will be established immediately.

**7**

Strengths

**8**

Areas to Improve

Preview Submit (Results NOT Saved)

**Appendix M. Off-Campus Field Placement Request.**

**Graduate AuD Off-Campus Field Placement Request (3<sup>rd</sup> year)**

Please complete this form and submit to the Off Campus Field Placement Coordinator, Steph Signorino. **Do not contact potential sites** prior to approval from the Off Campus Field Placement Coordinator.

Reminder: Clinical assignments are made under the guidance of the clinical instructors and Director of Clinical Education, with final approval from the Clinical Advisory Council. Refer to Student Handbook for Doctor of Audiology program for more information. Placement decisions are based in part on an individual's academic and clinical performance, level of experience, clinical skills inventory and in consideration of the requirements of the clinical site. The combination of these factors enables both student and facility to be matched with one another so that the practicum experience will be mutually beneficial and rewarding.

Name: \_\_\_\_\_ Requested semester: \_\_\_\_\_  
Email: \_\_\_\_\_ Starting/Ending date preference: \_\_\_\_\_  
Alternate email: \_\_\_\_\_ Days per week/time available: \_\_\_\_\_  
Telephone number: \_\_\_\_\_ Anticipated graduation date: \_\_\_\_\_

Indicate choices in order of preference:

Facility: \_\_\_\_\_ Type of Hours: Adult / Child (circle one)  
Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
Contact Person/Title: \_\_\_\_\_ Email: \_\_\_\_\_

Facility: \_\_\_\_\_ Type of Hours: Adult / Child (circle one)  
Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
Contact Person/Title: \_\_\_\_\_ Email: \_\_\_\_\_

Facility: \_\_\_\_\_ Type of Hours: Adult / Child (circle one)  
Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
Contact Person/Title: \_\_\_\_\_ Email: \_\_\_\_\_



**Appendix N. Student-Preceptor Agreement.**

JAMES MADISON UNIVERSITY  
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

**GRADUATE CLINICIAN and SUPERVISOR/PRECEPTOR AGREEMENT**

Off Campus Field Placement Location Name: \_\_\_\_\_ Date: \_\_\_\_\_

The James Madison University Graduate Clinician \_\_\_\_\_ agrees to:  
(printed name)

1. Begin practicum on \_\_\_\_\_ (date) and complete practicum on \_\_\_\_\_ (date).
2. Maintain the following hours and days of the week: \_\_\_\_\_
3. Schedule, in advance, the following days off: \_\_\_\_\_  
\*Reminder: *Under no circumstances* are students to request absences from the practicum for any of the following reasons:
  - Class or test preparation
  - Fall or Spring break (JMU calendar)
  - Trips or vacation
  - ASHA examination preparation
  - Personal schedules (including work)/non-emergency medical appointments.
4. Participate in at least \_\_\_\_\_ hours of clinical observation before beginning to provide clinical services.
5. Be responsible for continuity of care by not canceling or postponing clinical services without prior consent of the off campus field placement supervisor/preceptor.
6. Submit evaluations, progress notes, therapy plans, and other reports within these guidelines:  
\_\_\_\_\_  
\_\_\_\_\_
7. Implement decisions regarding evaluation and intervention only after receiving approval from off campus field placement supervisor/preceptor.
8. Observe appropriate dress codes and professional behavior while at the off campus field placement:  
\_\_\_\_\_  
\_\_\_\_\_
9. Adhere to the following guidelines established by this off campus field placement:  
\_\_\_\_\_  
\_\_\_\_\_
10. Students must remain in this placement for the duration of the semester, as agreed upon. Placements may only be terminated after careful consideration and consultation with the JMU liaison, clinical supervisor, and with CAC approval.
11. Complete and submit the following paperwork at midterm and at the end of the placement: midterm and final evaluation via Typhon and signed hours summary from Typhon.

The off campus supervisor/preceptor \_\_\_\_\_ agrees to:  
(printed name)

1. Maintain and submit proof of ASHA Certificate of Clinical Competence (CCC) and state licensure at the beginning of the off campus field placement.
2. Direct supervision must be in real time and must never be less than 25% of the graduate clinician's total contact with each client/patient and must take place periodically throughout the placement. These are minimum requirements and should be adjusted upward if the clinician's level of knowledge, experience, and competence warrants.
3. Schedule conferences with the graduate clinician with the following frequency:  
\_\_\_\_\_
4. Schedule the graduate clinician for an estimated minimum of \_\_\_\_\_ clinical hours and an estimated maximum of \_\_\_\_\_ clinical hours of patient contact per week (based on fluctuating client census).
5. Complete and submit the paperwork from the Off Campus Field Placement Handbook at the designated times.

---

Off Campus Supervisor/Preceptor Signature (Date)  
(Date)

Graduate Clinician Signature

Off Campus Supervisor/Preceptor Email: \_\_\_\_\_

Supervisor/Preceptor ASHA #: (Photo Copy to Coordinator)

Supervisor/Preceptor - State/License #: (Photo Copy to Coordinator)

Preceptors must have one-year experience post-graduate.

---

JMU-Director of Clinical Education Signature

(Date)



**Appendix O. Clinical Population.**

**AUDIOLOGY  
CLINICAL POPULATION**

Academic Semester and Year: \_\_\_\_\_

Clinical Site Name: \_\_\_\_\_

Supervisors Full Names: \_\_\_\_\_  
\_\_\_\_\_

Type of facility (select one):

- Hospital
- School
- Industry
- Government agency
- Private practice
- College/university
- Residential healthcare facility
- Research/science/lab
- Other

Specify:

What is the distance of this site from the program? \_\_\_\_\_

Indicate the typical number of students per supervisor per term: \_\_\_\_\_

List the types of activities in which students typically engage.

What is the age range for adults? \_\_\_\_\_

What is the age range for children? \_\_\_\_\_

Indicate the number of clock hours obtained during the past 15-16 weeks (average):

<b>HEARING LOSS</b>			
	Children	Adults	Total
Prevention & Identification			
Assessment			
Intervention			
<b>TINNITUS</b>			
	Children	Adults	Total
Prevention & Identification			
Assessment			
Intervention			
<b>VESTIBULAR DISORDERS</b>			
	Children	Adults	Total
Prevention & Identification			
Assessment			
Intervention			

**Appendix P. Site Survey.**

**JAMES MADISON UNIVERSITY  
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS  
STUDENT CLINICIAN REVIEW OF OFF-CAMPUS FIELD PLACEMENT SITE**

<b>AUDIOLOGY</b>
------------------

\*This review is for internal purposes only\*

**Facility Name:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Site Preceptor (s):** \_\_\_\_\_  
\_\_\_\_\_

**Dates attended:** \_\_\_\_\_

**Days per week:** \_\_\_\_\_ **Number of weeks:** \_\_\_\_\_

**Travel from JMU #Miles** \_\_\_\_\_ **Drive Time** \_\_\_\_\_

**Additional Expenses and Requirements** \_\_\_\_\_

**Total Hours earned at this site:** \_\_\_\_\_

**Experiences: (Check all that apply)**

- \_\_\_\_ Tinnitus evaluation and intervention
- \_\_\_\_ Hearing aid/prosthetic devices (ALD, CI)
- \_\_\_\_ Industrial hearing conservation program
- \_\_\_\_ Auditory processing disorder testing
- \_\_\_\_ Electrophysiologic measures
- \_\_\_\_ OAE
- \_\_\_\_ Infant/Pediatric audiometry
- \_\_\_\_ Vestibular assessments

**(over)**

**Briefly describe the clinical experiences at this site:**

**Briefly describe the supervisory experiences at this site:**

**As a result of my clinical and supervisory experiences at this facility, I am better able to:**

**My experience could have been improved by:**

**Date of Review:** \_\_\_\_\_

**Completed by :** \_\_\_\_\_

**(optional)**