



UNIVERSITY of FLORIDA
DEPARTMENT OF SPEECH, LANGUAGE, AND
HEARING SCIENCES

AUDIOLOGY ACADEMIC AND CLINICAL HANDBOOK

2024-2025

General Information

This Handbook is subject to revision during the academic year.

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GENERAL INFORMATION

UNIVERSITY INFORMATION

The University of Florida (UF), founded in 1853, is a public land-grant research university in Gainesville, Florida. It's the largest university in Florida and a member of the Association of American Universities. UF is known for its comprehensive academic and professional programs and is considered one of the most academically diverse public universities in the country. UF has over 60,000 students registered across UG and Grad programs.

UNIVERSITY ACCREDITATION

UF is accredited from Jan 2014 through Jan 2025 by Southern Association of Colleges and Schools Commission on Colleges (SACS).

UF'S MISSION

The University of Florida is a comprehensive learning institution built on a land-grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation, and the world.

Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural, and societal benefit.

UNIVERSITY OF FLORIDA'S CORE VALUES

- Excellence
- Discovery & Innovation
- Inclusion
- Freedom & Civility
- Community
- Stewardship

More information on the University's shared values can be found at: <https://www.ufl.edu/about/core-values/>.

As a matter of general policy, The University of Florida is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status. Refer to the Office of Institutional Equity & Diversity within UF's Human Resource Services for additional information. For more information regarding UF's commitment to equity and diversity, visit The Office of Institutional Equity & Diversity's website at <https://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/>

COLLEGE OF PUBLIC HEALTH AND HEALTH PROFESSIONS (PPHP) INFORMATION

PPHP's Mission and Vision Statements

PHHP Mission: We shape tomorrow's public health and health professionals through dynamic and responsive educational programs, transformational research, groundbreaking discoveries, and equitable health-related service. Our collaborations within the College and beyond advance the breadth of knowledge, the quality of science, and the attainment of professional distinction.

PHHP Vision: We will excel in developing and delivering innovative, sustainable solutions to pressing health-related challenges for the greater good of individuals and communities in Florida, the nation, and the world.

PHHP Values:

- Collaboration
- Diversity & Inclusion
- Excellence
- Integrity
- Respect
- Social Responsibility
- Wellness

More details can be found at [PHHP's Mission and Vision Statements](#).

PURPOSE OF THIS HANDBOOK

This handbook describes important policies and procedures related to the UF Doctor of Audiology (Au.D.) program in the Department of Speech, Language, and Hearing Sciences (SLHS). Please refer to the UF Graduate Catalog for further details and for a complete listing of Graduate School and College policies: <https://gradcatalog.ufl.edu/graduate/>

A number of other resources on the UF website will be of use to you during your graduate studies. A listing of a few of these key resources is provided below.

The UF Graduate School – <http://graduateschool.ufl.edu> – The Graduate School's website contains a variety of resources for graduate students at UF.

The Graduate Catalog – <https://gradcatalog.ufl.edu/graduate/> – provides policies and procedures, possible funding opportunities, forms, and much, much more.

The College (PHHP) Website – <https://phhp.ufl.edu> – The College website has resources for graduate students including links to forms and scholarship opportunities and other resources. It also contains news items and upcoming events that may be of interest to Au.D. students.

The Department Website – <https://slhs.phhp.ufl.edu> – The Department website is the most up-to-date source of information regarding activities in the department. It includes information on faculty and research labs that are useful for your AuD Research Project. It also includes information on outreach you can become involved in. It also includes links to the updated handbook and other resources for this AuD program.

The AuD STUDENT Canvas Course – <https://ufl.instructure.com/courses/328662> - The AuD Student Canvas course (all AuD students are automatically enrolled once they have completed their enrollment process with UF's Graduate School) is the most up-to-date source of information pertaining to the audiology program. It includes information on outreach or volunteer opportunities you can

become involved in. Upcoming trainings or workshops will be posted here (See announcements or appropriate modules). Likewise, externship opportunities and job postings are posted in the Canvas Course (see the appropriate module). It is where the most updated handbook is kept. Various other resources for this AuD program are stored here as well. Additionally, any documentation that is program-wide (e.g., CPR certificate) will be submitted by the student via the Canvas AuD Student course.

INTRODUCTION TO UF'S DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES

Welcome to the Department of Speech, Language, and Hearing Sciences (SLHS) at the University of Florida. Our department is fully committed to serving the local, university, state, and global community as we strive to improve the lives of individuals with communication and related disorders. We are working to improve the lives of people affected by communication and related disorders through excellence and innovation in clinical training, service, and research.

For more information about the SLHS department, please visit <https://slhs.php.ufl.edu/>.

MISSION STATEMENT

The mission of the Department of Speech, Language, and Hearing Sciences in the College of Public Health and Health Professions at the University of Florida is to prepare students to become audiologists and speech-language pathologists who work to preserve, promote, and improve the functioning and general well-being of individuals in the areas of hearing, communication, and swallowing.

VISION/THEMES FOR THE DEPARTMENT

- Provide educational programs centered on strong scientific evidence and opportunities for critical thinking skills that translate into a changing profession.
- Integrate clinical practice instruction, research, and teaching to provide optimal clinical training for our students.
- Address priority health needs by conducting and disseminating research related to speech, language, hearing, and swallowing.
- Advocate for full participation of individuals with hearing communication and swallowing issues as well as acceptance of individuals with these disorders.

AUDIOLOGY STUDENT LEARNING OUTCOMES

- SLO 1 Knowledge
Identifies, describes, explains, and applies acoustic, anatomical, psychological, developmental and social aspects of normal and disordered hearing.
- SLO 2 Knowledge
Identifies, plans, and applies the range of appropriate management steps for persons with hearing and balance disorders and the methods for determining the effectiveness of each.
- SLO 3 Skills
Through advanced professional practice obtains accurate information about hearing and balance function, including via case history interview, and through the appropriate selection and completion of behavioral, electrophysiological and psycho-social assessments.
- SLO 4 Skills

Applies clinical decision making and problem-solving skills in a clinical audiology context.

- SLO 5 Professional Behavior
Critically evaluates research relevant to audiology practice.
- SLO 6 Professional Behavior
Communicates critical, clinically relevant information verbally and/or in writing.

DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES: AUDIOLOGY FACULTY & STAFF

See the Department webpage for a directory of [current faculty](#) (including their CVs), and [research laboratory activities](#).

Department Staff:

The following table shows areas of responsibility for those staff members in the Department of Speech, Language, and Hearing Sciences whose jobs intersect most directly with the AuD program. For more information about these individuals, please see our [department website](#).

Staff Member	Office	contact	Description
Amanda Dyer	2148 HPNP	352-273-6071 Amanda.Dyer@phhp.ufl.edu	Manager of Administrative Services
Eileen Philips	2143 HPNP	352-273-5294 Eileen99@phhp.ufl.edu	Fiscal Assistant II
Stephanie Warren	2148 HPNP	352-294-5101 Stephanie.warren@phhp.ufl.edu	Administrative Assistant III (Dr. Ellis)
Sara Rubenstein	21XX HPNP	352-273-5128	Academic Program Coordinator

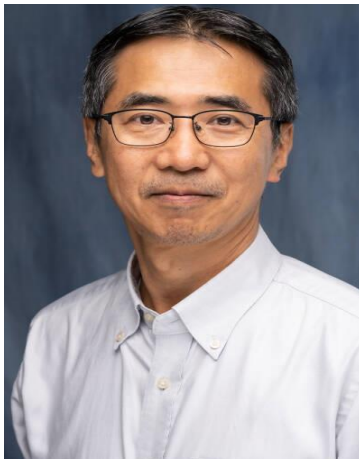
Department AuD Faculty (alphabetically):



Emily A. Gaines, Au.D., CCC-A
 Coordinator of Clinical Education
 Clinical Assistant Professor
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 352-273-6565



Hollea Ryan, Au.D., Ph.D., CCC-A
 Audiology Program Director
 Clinical Associate Professor
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Shinichi Someya, Ph.D.
 Associate Professor
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 352-294-5167



Elizabeth Tobener, Au.D., Ph.D., CCC-A
 Clinical Assistant Professor
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 352-273-9215

Adjunct Instructors

Lori Bubenheimer, Au.D., CCC-A

Christa Reeves, Au.D.

Jagadish M. Swamy, Au.D., CCC-A

Communicating with Faculty & Accessing Information

There are several ways for students to communicate with the faculty of the Au.D. program. Students are encouraged to check each course/instructor's syllabus to determine their preferred communication method. The most common of these are listed below:

- **Email** – You must use your UFL email account when you are corresponding with faculty about matters related to courses, clinics, and other aspects of academic performance. This requirement is in place to protect the privacy of your educational records! Students can also use the email option in Canvas if their UFL email account is associated with Canvas. Faculty will respond to you within 48 hours during the week. If an email/communication is sent over the weekend, the faculty member will respond within 48 hours from the start of the workweek.
- **Office hours** – Students are encouraged to visit their instructors during office hours. Once again, students are referred to their course syllabi to determine office hours. Matters that may require multiple and/or lengthy emails and multiple back and forth exchanges usually can be addressed more efficiently via a face-to-face (or zoom teleconference) conversation. Faculty are usually able and willing to schedule a meeting should a student not be able to make the scheduled office hours due to conflict with office hours or clinical placements.
- **Phone calls/Zoom** – Conversations by telephone or teleconference (e.g., Zoom or Teams) can be scheduled with the faculty member at both parties' convenience, preferably during work hours (i.e., 8 am – 5 pm). Likewise, faculty are often available for brief meetings before/after class. Longer meetings should be scheduled to ensure time is available to adequately address your issues/concerns. As suggested above, for complex or detailed matters, face-to-face, teleconference or telephone interaction often is the most efficient and effective means of communication. Program faculty and staff are happy to talk with you about issues that are of concern. So, please do not hesitate to contact us.

While faculty are often flexible and willing to meet with students during non-work hours, please be cognizant that faculty might have other obligations that may prevent them from being able to meet with students late in the evening and/or during the weekends. If it is possible, please determine times that you have available during the school-week that you can suggest for a meeting/conversation before suggesting evening and/or weekend meetings.

DEPARTMENT ACADEMIC INFORMATION

Degrees Offered

- Bachelor of Health Science in Communication Sciences and Disorders (online and in-person)
- Post-Baccalaureate Studies in Communication Sciences and Disorders (online only)
- Master of Arts in Communication Sciences and Disorders
- Doctor of Audiology
- Doctor of Philosophy in Rehabilitation Sciences: Communication and Swallowing Sciences and Disorders Concentration

Concentrations Offered

- Minor in Communication Sciences and Disorders

Certificate Program

- American Sign Language

ACCREDITATION INFORMATION

ACCREDITATION STATUS

The Doctor of Audiology (Au.D.) education program in audiology (residential) at The University of Florida is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

Current Accreditation cycle is: 2016-2024

Status can be verified here: [Council on Academic Accreditation Program List](#)

CAA COMPLAINT PROCEDURE

Should a student have a complaint about the program and/or the department that can not be resolved at the Department, College, or University level, or if the student believes their complaint was not handled appropriately, students may contact the Council on Academic Accreditation to report their concern. A complaint about any accredited program or program in candidacy status may be submitted by any individual(s). The CAA is obligated by federal regulations to review complaints it receives about any accredited program or program in candidacy status.

COMPLAINTS AGAINST PROGRAMS

The CAA will address concerns via the complaint process that are clearly related to a program's compliance with accreditation standards. The CAA cannot intervene in disputes between individuals and programs, and cannot affect outcomes such as grade changes, reinstatement to the graduate program, employment, etc., as part of this complaint process.

Before filing a complaint, it is strongly recommended that you read Chapter XIII: Complaints in the [Accreditation Handbook](#).

CRITERIA

Complaints about programs must meet all of the following criteria:

- Be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology
- Relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology in effect at the time that the conduct for the complaint occurred, including the relationship of the complaint to the accreditation standards
- Be clearly described, including the specific nature of the charge and the data to support the charge
- Be within the timelines specified below:
 - If the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint

- If the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred
- If the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed

**Note: For graduates, former students, or former faculty or staff filing a complaint, the date of separation should be the date on which the individual was no longer considered a student in or employee of the graduate program (i.e., graduation, resignation, official notice of withdrawal or termination), and after any institutional grievance or other review processes have been concluded.*

SUBMISSION REQUIREMENTS

- Complaints against a program must be filed in writing using the CAA's official Complaint Form [DOC]. The Complaint Form must be completed in its entirety. The CAA does not accept complaints over the phone.
- The complainant's name, address, and telephone contact information and the complainant's relationship to the program must be included in order for the Accreditation Office staff to verify the source of the information. The CAA does not accept anonymous complaints.
- The complaint must include verification, if the complaint is from a student or faculty/staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA.
- Documented evidence in support of the complaint must be appended, including as appropriate relevant policies/procedures, relevant correspondence (including email), timelines of referenced events, etc. Do not enclose entire documents, such as a handbook or catalog; only the specific pages should be included that present content germane to the complaint. Page numbers to these appendices should be referenced in the complaint. Materials may be returned to the complainant if not properly organized to support the complaint.
- All complaints and supporting evidence must be submitted in English, consistent with the business practices of the CAA.
- The complaint form must be signed and submitted with any relevant appendices via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to:
Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

The complainant's burden of proof is a preponderance, or greater weight, of the evidence. It is expected that the complaint includes all relevant documentation at the time of submission.

Copies of the CAA's complaint procedures, relevant Standards for Accreditation, and the Complaint Form is available in paper form by contacting the Accreditation Office at accreditation@asha.org or 800-498-2071. All complaint materials (completed and signed complaint form and relevant appendices) must be typewritten or printed from a computer.

Students who wish to file a complaint against the University of Florida Au.D. program may access information on procedures at:

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

AuD Plan of Study

Course #	Course Title	Credits
Fall 1		
SPA 5102	Anat & Physiol of Hearing & Balance	2
SPA 6010	Basic Auditory Sciences	3
SPA 6340	Amplification I	2
SPA 6133L	Hearing Aid Analysis Laboratory	1
SPA 5304	Principles of Audiologic Evaluation	3
SPA 5051	Clinical Observation in Audiology	1
SPA 6581	Anatomy & Physiology of Balance	1
Spring 1		
SPA 6311	Medical Audiology	3
SPA 6341	Amplification II	2
SPA 6506	Clinical Clerkship in Audiology	1
SPA 6581	Amplification II Lab	1
SPA 6581	Cochler Implants 1	3
SPA 6581	Auditory Bases of Language	3
Summer 1		
SPA6531	Clinical Practice in Hearing Assessment	2
SPA 6805	Intro to Grad Research	3
SPA 6581	Audiology Research Project	1
SPA 6581	Audiologic Rehabilitation	3
Fall 2		
PHC 6050	Statistical Methods	3
SPA 6581	Electrophysiology	4
SPA 6305	Pediatrics	3
SPA 6506	Clinical Clerkship	1
SPA 6581	Aud Research Project	2
Spring 2		
SPA 6270	Auditory Processing Disorders	3
SPA 6581	Cochlear Implants 2	3
SPA6531	Clinical Practice in Hearing Assessment	1
SPA 6506	Clinical Clerkship	1
SPA 6581	Aud Research Project	1
SPA6581	Functional Human Neuroanatomy	4
Summer 2		
SPA 6581	Audiology Research Project	2
SPA 6581	Auditory Pharmacology	2
SPA 6390	Professional Issues	3
SPA6531	Clinical Practice in Hearing Assessment	2
Fall 3		
SPA 6581	Vestibular Treatment	1
SPA 6581	ASL for Audiologists	3
SPA 6581	Advanced Topics in Audiology	3
SPA 7945	Graduate Practicum	4
SPA 6317	Vestibular Disorders	2
Spring 3		
SPA 7354	Hearing Conservation and Noise Control	3
SPA 6581	Counseling	3
SPA 6564	Communication & Aging	3
SPA 7945	Graduate Practicum	3
Summer 3		
SPA 7958	Externship	5
Fall 4		
SPA 7958	Externship	5
Spring 4		
SPA 7958	Externship	5

Total: 110 Credit Hours

AU.D. COURSE DESCRIPTIONS**Clinical Courses****SPA 5051 Clinical Observation in Audiology 1 Credit****Grading Scheme:** Letter Grade

Opportunity to observe various phases of audiologic practice and to accumulate a minimum of 15 hours of observation experience.

Prerequisite: for beginning graduate students in audiology.

Catalog Program Pages Referencing SPA 5051

SPA 6506 Clinical Clerkship in Audiology 1 Credit, Max 3 Credits**Grading Scheme:** Letter Grade

Beginning-level audiologic practicum.

SPA 6531 Clinical Practice in Hearing Assessment 1-6 Credits, Max 6 Credits**Grading Scheme:** Letter Grade

Clinical Practice in Hearing Assessment

SPA 7945 Graduate Practicum in Audiology 3-6 Credits, Max 15 Credits**Grading Scheme:** Letter Grade

Intermediate clinical practicum for Au.D. students.

SPA 7958 Clinical Externship 3-12 Credits, Max 36 Credits**Grading Scheme:** Letter Grade

Clinical Externship

Prerequisite: 12 hours of [SPA 7945](#).**Academic Courses****SPA 5102 Auditory Anatomy and Physiology 2 Credits****Grading Scheme:** Letter Grade

In-depth coverage of anatomy and physiology of auditory system to support understanding of auditory function in persons with healthy auditory mechanisms and those with specific disorders.

SPA 5304 Principles of Audiological Evaluation 3 Credits**Grading Scheme:** Letter Grade

Advanced procedures in speech audiometry, masking, and audiogram interpretation.

SPA 6010 Basic Auditory Sciences 3 Credits**Grading Scheme:** Letter Grade

The nature of sound, the structure and function of the auditory system, frequency selectivity, auditory filtering, and the psychoacoustics of pure tones and complex sounds.

SPA 6133L Hearing Aid Analysis Laboratory 1 Credit**Grading Scheme:** Letter Grade

Advanced analysis and description of the electroacoustical properties of hearing aids.

Corequisite: SPA 6345.

SPA 6270 Auditory Processing Disorders 3 Credits**Grading Scheme:** Letter Grade

Anatomy and physiology of the central auditory nervous system, and disorders of auditory processing that occur in humans. Focuses on evaluation and treatment of auditory processing disorders.

Prerequisite: [SPA 5304](#), [SPA 5102](#).**SPA 6305 Pediatric Audiology 3 Credits****Grading Scheme:** Letter Grade

Pediatric Audiology

Prerequisite: SPA 6313.**SPA 6311 Medical Audiology 3 Credits****Grading Scheme:** Letter Grade

Differential diagnosis of hearing impairment.

SPA 6317 Vestibular Disorders 2 Credits**Grading Scheme:** Letter Grade

Mechanics and physiology of human balance, contribution of inner ear to balance, disorders of balance, and approaches to diagnostic assessment and rehabilitation.

Prerequisite: graduate status.**SPA 6340 Amplification I 2 Credits****Grading Scheme:** Letter Grade

Theoretical and applied understanding of current technology in amplification systems for the hearing impaired. Seminar format (2/3) and clinical laboratory activities (1/3).

SPA 6341 Amplification II 2 Credits**Grading Scheme:** Letter Grade

Digital and programmable technology in hearing aids.

Prerequisite: [SPA 6340](#).**SPA 6564 Communication and Aging 3 Credits****Grading Scheme:** Letter Grade

Characteristics of, and management approaches for, communication disorders found with some frequency in the elderly. Focuses on enhancing communication.

SPA 6581 Special Clinical 1-9 Credits, Max 12 Credits**Grading Scheme:** Letter Grade

Advanced study in specific areas of clinical process.

Catalog Program Pages Referencing SPA 6581

SPA 6805 Introduction to Graduate Research 3 Credits**Grading Scheme:** Letter Grade

Introduction to Graduate Research

Prerequisite: required of all graduate students specializing in speech-language pathology or audiology.**SPA 6905 Individual Study 1-3 Credits, Max 9 Credits - Optional****Grading Scheme:** Letter Grade

Supervised study of specialized topic or research project.

Prerequisite: consent of instructor.

SPA 7354 Seminar in Audiology: Hearing Conservation and Noise Control 3 Credits**Grading Scheme:** Letter Grade

Seminar in Audiology: Hearing Conservation and Noise Control

PROGRAM OUTCOMES

Ongoing evaluation and assessment: Our program evaluates its goals in relation to the University's and College's goals annually via discussions at faculty meetings and faculty retreats and as part of strategic plan development (which happens in five-year cycles).

Metrics we use to evaluate the extent to which we fulfill our mission are the following:

- The percent of students who complete the program and graduate on time
- The percent of students who secure employment within one year of graduation
- The percent of students who pass the Praxis examination
- The extent to which our alumni contribute to innovation and development in the field of speech-language pathology (our alumni have accomplished some amazing things! For some of these, please visit this website: <https://slhs.php.ufl.edu/category/news-events/in-the-spotlight/>)

ACADEMIC ADMISSIONS REQUIREMENTS

Admissions: To be considered for the Au.D. program, students must meet the following minimum criteria:

- Hold an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association,
- A 3.00 junior-senior undergraduate grade point average,
- Evidence of good potential for academic success in at least three letters of recommendation,
- Evidence of acceptable skills in written expression through a personal statement describing the motivation and skills applicable to graduate study and the profession of audiology, and
- Evidence of acceptable skills in critical thinking and self-assessment through written expression based on a provided prompt.

Exceptions to any admission requirements will be handled on an individual basis.

Students and applicants with disabilities who seek accommodations must make a request by contacting the Disability Resource Center (accommodations@ufsa.ufl.edu) or by completing an Accommodation Letter Request at via the [Disability Resource Center](#).

ACADEMIC REQUIREMENTS

KNOWLEDGE AND SKILLS ASSESSMENT (KASA)

The KASA for the doctoral student is an important document which is used for recording and monitoring knowledge and skills gained while in the Au.D. program.

The Council of Academic Accreditation (CAA) and the Council for Clinical Certification (CFCC) of the American Speech-Language-Hearing Association (ASHA) requires final documentation of student outcomes upon graduation (summative assessment). This assessment is documented on the Knowledge and Skills Acquisition Form (KASA). The PD will sign off on your certification application indicating that you have meet each competency.

CAPSTONE PROJECT

Purpose: The goal of the AuD capstone project is for students to gain experience in research that will make them better consumers and communicators of research as well as give them some basic skills to generate and participate in clinical research and/or teaching in their future careers. The AuD capstone project will also provide students with the opportunity to practice scientific and clinical presentations and writing, which will be important for their future careers in state and national organizations. The AuD Capstone Project allows students to take advantage of training at a major research University.

The AuD capstone project is designed to be flexible and allow valuable experiences in different research labs, clinics, or classrooms, and with different mentors. There will be differences in student experiences and output. The guidelines in this document represent the minimum required and students can and sometimes will do more than that. If you meet the requirements described below, you have completed the AuD capstone project. Students should complete all aspects of the capstone project before the end of the third year and beginning their externship.

Expectations:

- 1) All students will complete one of these tracks;
- 2) All students will submit a written documents for their project (see details under each track);
- 3) All students will present their project/findings. At a minimum, students should expect to present at PHHP's Research Day. However, students are encouraged to consider presentation at state, regional, or national conferences.

Starting in 2023 (for cohort 2022-2026), three track options are available for students to select from as their capstone projects: Laboratory Research, Clinical Project/Research, or Teaching Project/Methodology. All three will require the selection of a mentor, a research proposal, and approval prior to implementation of their project. All students will conduct a literature review and/or background information on their research project, clinical project, and/or teaching project/method. All students will submit a written summary of their final project and provide an oral presentation of their project/findings. It is expected that most students will complete these requirements by the end of their second year (Summer Y2) or early in their third year (Fall Y3), but exceptions do occur. All students will need to have completed their requirements prior to starting their clinical rotations unless exceptions and a specific plan for completion are made in advance by both mentor and program director.

To successfully complete the Capstone Project each student must:

I. RESEARCH LABORATORY ROTATION:

1. Participate in a research laboratory rotation typically included at least two semesters (usually 3-4 semesters) for a total of 6 credit hours. These two or more semesters will generally begin in the fall of a student's second year of study and end in the summer or fall their 3rd year of study. The time commitment is approximately 10 hours/week. For those completing traditional research projects, their time commitments related to laboratory activities may include attending lab meetings, collecting data, creating stimuli, reading relevant articles. It may not be the case that you will be part of a project from beginning to end but you should be able to understand the motivations for the research questions and methods. The details of a student's time commitment and expectations should be arranged with their research mentor and documented in the AuD Capstone Project Agreement and submitted to the AuD program director NO LATER THAN October 1 of the student's 2nd year of study.
2. Produce a comprehensive scholarly research paper (thesis) or be a co-author on a mentored research publication related to the research experience. If writing a scholarly research paper/thesis, it should be based on guidelines noted below in the "Scholarly Research Paper Requirements for AUD Students". The Principal Investigator (PI) of the lab will provide feedback on revisions for the write up and will ultimately determine if it is sufficient. This research paper or a copy of the mentored research publication should be submitted to the AuD program director no later than the 2nd Monday in April of the student's 3rd year of study.
 - a. If students engage in a mentored research publication as a co-author, the student should actively participate in writing the manuscript.
3. Complete an oral or poster presentation describing the mentored research. Presentations can be departmental, university-wide, local, state, or national. Examples include: UF Research Day, UF PPHP Research Day, Florida Association of Speech Language Pathologists and Audiologists, Florida Association of Audiologist annual meeting, American Speech Language Hearing Association, American Academy of Audiology Annual Meeting, and the Association for Research in Otolaryngology.

II. CLINICAL PROJECTS:

1. For those completing clinical projects, their commitment will include at least two semesters (usually 3-4) for a total of 6 credit hours. These two or more semesters will generally begin in the fall of a student's second year of study and end in the summer or fall their 3rd year of study. The time commitment is approximately 10 hours/week. Their time commitments may include additional clinical placements, meetings with clinical faculty, literature reviews, data collection, etc. Students may self-identify a clinical need, a project within a clinic or community, or help with a substantial on-going project (such as the coordination of international mission trips). Although you may not be completing a traditional research project, you will still complete research/data collection on if/where such projects are needed, how to organize or complete proposal project, etc. Additionally, students will provide evidence on how such a program/ project/activity is beneficial to patients, families, and/or communities. The details of a student's time commitment and expectations should be arranged with their project mentor and documented in the AuD Capstone Project Agreement and submitted to the AuD program director NO LATER THAN October 1 of the student's 2nd year of study.

2. Produce a comprehensive scholarly paper (thesis). Depending on quality of project, students may co-author a mentored publication related to the project experience. If writing a scholarly research paper/thesis, it should be based on guidelines noted below in the "Scholarly Research Paper Requirements for AUD Students". The project mentor will provide feedback on revisions for the final write up and will ultimately determine if it is sufficient. This research paper or a copy of the mentored publication should be submitted to the AuD program director no later than the 2nd Monday in April of the student's 3rd year of study.
 - a. If students engage in a mentored publication as a co-author, the student should actively participate in writing the manuscript.
3. Complete an oral or poster presentation describing the mentored project. Presentations can be departmental, university-wide, local, state, or national. Examples include: UF Research Day, UF PHHP Research Day, FLASHA, FLAA, ASHA, AAA, etc. For those clinically based projects, students are strongly encouraged to consider presenting at local/state conferences.

III. TEACHING PROJECTS/EXPERIENCES:

1. The teaching track is designed for students that have potential interest in teaching at the collegiate level at some point in their future. Students completing this track will complete 6 credit hours: 1 CH for SAPA 6581 Audiology Research Project, 3 CH in RSD 6900 (College Classroom: Teaching Process and Practice), and 2 CH as independent study (RSD 6930) or supervised teaching (RSD 6940) [variable credit, so could do 1 CH for two semesters]. For those that elect the teaching track, students time will involve learning pedagogy of teaching, lab/lecture creation, lecture presentations, data collection, etc. It is anticipated that students in the teaching track will gain experience as a co-instructor or TA (unpaid) in select classes within the department, spread out over 1-2 semesters as elected by student and mentor. Students are encouraged, but required, to test a teaching pedagogy through a small study in 1 or 2 classes that they have a role as instructor and/or TA.
2. Students will prepare a written literature review on a selected teaching pedagogy that will form the basis for how they design lectures and/or activities in future teaching opportunities. Students electing the teaching track will prepare at **minimum 3 lectures** (for 6 contact hours or more) and/or lab assignments that include for the project mentor detail instructions on the assignment/lab activity, rationale for assignment, and purpose/learning objectives. The project mentor will provide feedback on revisions for the final write up on their pedagogy and will ultimately determine if it is sufficient. This literature review and the associated lectures (PP slides/notes) and sample lab/activities should be submitted to the AuD program director no later than the 2nd Monday in April of the student's 3rd year of study.
 - a. If students engage in a mentored publication as a co-author, the student should actively participate in writing the manuscript.
 - b. Exception: Students completing an evaluation of teaching pedagogy (e.g., SoTL project), may submit a written research paper on their findings in place of the literature review and can be accompanied by only 1 lecture and 1 activity assignment submission.

3. Students will lead at minimum 3 lectures (6 or more contact hours) in select courses within the department. At least one presentation will be recorded and reviewed/critiqued with their mentor.
 - a. For students that complete a SoTL research project, they are encouraged (but not required) to submit a poster or presentation abstract at a SoTL conference.
4. Please note there are some considerations for selecting the teaching track.
 - a. This track will be application based. Students considering this track, will need to submit their application to the AuD Program Director by **June 1** of each year. The AuD Faculty will review the applications and select up to four (4) students to complete the teaching track. Students will be notified by **June 15**.
 - b. For those are selected, they will take the AuD Research Project course for 3 credits (e.g., it might be repeated for 1 or 2 credits, up to 3 credits total). Additionally, students will take the RSD 6900 College Classroom Teaching (3 credit hours). This class is typically scheduled for Tuesdays, from 9:35 am– 12 35 pm, but can be altered at the teacher/university's discretion. This class, as it falls outside of the scheduling of the department, *may* impact the students' ability to take the typical three 4-hour blocks of clinic. However, this is not expected to impact the student's ability to meet the expect 1840 hours that some states require.
 - c. Students are expected to start their teaching assistantship in Spring Year 2 or after.

Additional Points for Laboratory Members:

- The lab rotation is based on mutual agreement by the student and the PI. It is up to the student to initiate contact with the PI to determine if there is mutual interest in the student performing a rotation in their lab.
- Multiple students can be involved in the same research project, but they should demonstrate individual understanding and presentation of the research by writing and presenting individually.
- The PI does not have to be in the Speech, Language & Hearing Sciences department, though these rotations must be cleared by the AuD program Director as appropriate for the project.

Scholarly Capstone Paper Requirements for AUD Students:

1. The length of the research paper will be appropriate for the project and will vary with a minimum of 7 pages, not including references, title page, or the abstract.
2. The paper should be double-spaced, in 12-point font with 1-inch margins.
3. The research paper should include a title page with the title of the project and the student and mentor's names.
4. In-text citations and the reference page should be in current APA format.
5. The final paper should be submitted as a Word document or a PDF.
6. Research papers should be emailed to the AuD program director with the student's research mentor cc-ed for submission until a formal method of submission is created in Canvas. Once available, all submissions of papers will need to be submitted via Canvas by the assigned due date. Failure to these requirements without prior authorization may result in a delayed start date for their clinical externships.

ACADEMIC PROGRESSION MONITORING

All incoming Au.D. students must meet with Program Director during orientation. Any known adjustment to a student's plan of study will be discussed at that time. Throughout the program, academic advising will be conducted by the Academic Program Specialist (APS) and/or PD as needed. The PD periodically check with the APS and faculty to identify any students who might be struggling and/or not meeting requirements. The PD will contact the student for a personal meeting to discuss the situation and to determine if any plan modifications or assistance can be offered to facilitate the student's success. Should a student not meet the minimum requirements, a remediation plan will be put into place. Students who do not meet knowledge and/or skill competencies will have a remediation plan in place so that they have an opportunity to improve in the weak area. After a remediation plan has been established, the student will remain responsible for meeting all criteria stated in the plan and updating the instructor on progress made.

Doctoral students are responsible for monitoring their own course and clinical outcomes and should speak with the academic instructor, clinical instructor, clinical coordinator, and/or program director should a problem become evident that wish to address.

ACADEMIC ENROLLEMENT REQUIREMENTS

To begin coursework in the Au.D. program in the Department of Speech, Language, Hearing Sciences, the student must complete the following. Items with an "*" will need to be submitted annually.

- Complete the registration process with the UF (e.g., established an UF ID, email address, etc.)
- Complete the Health and Immunization forms for both the College (PHHP) and the department. The departmental documentation is submitted via Canvas.
- Submit proof of health insurance* while enrolled at UF (through the graduate school).
- Submit proof of liability insurance* via Canvas.
- Complete and pass a background check (results submitted via Canvas).
- Complete and pass the "HIPAA Training and Privacy Statement"* (submit certificate of completion via Canvas).
- Purchase Calipso software for clinical hour documentation.
- Complete Handbook Quiz*.
- Review and adhere to UF's Student Honor Code and Code of Conduct. Students will sign that they have read the Honor Code* and will abide by it for the duration of the AuD Program.

ACADEMIC PROGRESSION, PROBATION, AND DISMISSAL

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

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

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

Clinical progress within the AuD program begins with consistent professionalism and includes demonstrating specific target skills with clinical patients. Appropriate progress in clinic encompasses both an increase in the breadth of skills portrayed, and an increasing degree of independence in each skill.

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

- a) students earning a B- or less in one or more courses in SPA coursework and/or has a GPA less than 3.0,
- b) students who fail all or portions of the comprehensive exams and/or remediation plans,
- c) students who fail to pass comprehensive skill-based competencies, such as in diagnostic coursework,
- d) students who fail to demonstrate professional practice competencies as outlined in [Standard 3.1.1A of the Standards for Graduate Programs by CAA](#) , and/or
- e) students making limited or inconsistent progress in their clinical practicum.

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

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

ANNUAL REVIEWS OF STUDENT PROGRESS AND PERFORMANCE

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

1. **First Year:** Students will complete a multiple-choice examination in person. Examination questions will be on content area covered in Year 1 coursework (Fall and Spring). Students should reference the CAA/CFCC competencies associated with each class (i.e., should be indicated on the course syllabus). This examination is typically scheduled for the beginning of the Summer A term, the **first Friday of the Summer A semester**. The test will include 100 MC questions, pulled evenly across from all course content areas from the first year of academic coursework. Students should pass with 75% or better on the exam.

If a student fails to achieve at least 75% on the comprehensive exam, the student will repeat the MC exam on the **first Friday of Summer B**, approximately 6 weeks later. The student will be required to receive a passing score of 75% or better, otherwise the student will be considered on probation. The student will be placed on an improvement plan(s) with the faculty member(s) for the content area(s) in which the student struggled. The student will be given a final written essay exam, consisting of 5 questions, in which the student will need to provide satisfactory responses to earn a

grade of 75% or better to remain in the program. If a student fails the essay exam, he/she will be denied continued enrollment in the program.

2. **Second Year:** Students will complete a multiple-choice examination in person. Examination questions will be on content area covered in Year 2 coursework (Fall and Spring). Students should reference the CAA/CFCC competencies associated with each class (i.e., should be indicated on the course syllabus). This examination is typically scheduled for the beginning of the Summer A term, the **first Friday of the Summer A semester**. The test will include 100 MC questions, pulled evenly across from all course content areas from the first year of academic coursework. Students should pass with 75% or better on the exam.

If a student fails to achieve at least 75% on the comprehensive exam, the student will repeat the MC exam on the **first Friday of Summer B**, approximately 6 weeks later. The student will be required to receive a passing score of 75% or better, otherwise the student will be considered on probation. The student will be placed on an improvement plan(s) with the faculty member(s) for the content area(s) in which the student struggled. The student will be given a final written essay exam, consisting of 5 questions, in which the student will need to provide satisfactory responses to earn a grade of 75% or better to remain in the program. If a student fails the essay exam, he/she will be denied continued enrollment in the program.

3. **Third Year:** Students will be evaluated via a comprehensive oral examination with clinical cases. This exam will typically take place **mid-semester, usually March, of the third year**. The third-year practical examination is designed to establish clinical competencies in a range of areas of clinical audiology prior to undertaking the fourth-year externship.

Students will receive three case-studies. Each student will be given one case study at a time and will have up to 5 minutes to review the case prior to any questions being asked. Three faculty members/clinical practitioners will be present to review and rate your oral responses. Should you not pass your oral competency, students will be given an opportunity to study, review, and prepare for a make-up competency to be held approximately one month later. A copy of the rubric used for grading will be provided in advance. Students need to score at least a 14 or higher to pass each case (out of 20 possible points). Students averaging less than a 14 (i.e., average score as assigned by three raters) on any case will have to repeat the oral competencies. Students not passing oral competencies the second time will be placed on probation and may be delayed in starting their externship. Students will be put on an intervention plan and will be given one month to prepare for a final written evaluation. Students will be given 3 case studies in which students will research and compose appropriate responses that address questions and potential concerns presented in each case study. Students will also be expected to provide resources (i.e., APA citations) and provide rationales for their evaluation procedures and/or recommendations for the patient(s). Students may be placed in additional clinical experiences prior to the externship to have the opportunity to demonstrate competency in areas that were determined to be deficient. Should students not pass their final written 3rd year competency, students may face a delayed start of their externship (i.e., required to take a practicum placement designed to help him/her develop the appropriate competencies prior to their externship which will delay graduation) or be dismissed from the program.

Fourth Year: Students will be evaluated by the externship clinical instructors/supervisors during their clinical externship and will provide direct feedback to the student as well as report to the Clinical Coordinator. The student will be given the opportunity to reply.

ACADEMIC INTEGRITY

Students, upon enrollment, enter into voluntary association with the University of Florida. They must be willing to observe high standards of intellectual integrity; they must respect knowledge and practice academic honesty. Those who cheat on an examination or class assignment are not only academically dishonest, but also completely deficient in the scholarly maturity necessary for college study. Those detected in dishonesty are subject to severe punishment. The more dependence on cheating, the more inevitable failure becomes, often accompanied by public disgrace. Any act to obtain unfair academic advantage is considered dishonest. An academic integrity violation is defined as the act of lying, cheating, or stealing academic information to gain academic advantage for oneself or another. Students who commit academic integrity violations will be charged as such and will be subject to the consequences of the violation as deemed by the faculty.

UF HONOR CODE AND ACADEMIC HONESTY STATEMENT

Preamble

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Pledge

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The University requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Student Responsibility

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, or Dean of Students Office.

Students are referred to: [UF Student Honor Code and Student Conduct Code](#)

Excerpts from the University's Student Honor Code and Student Conduct Code are provided below.

Students are encouraged to access the full document found in the link above.

GRADING SYSTEM

An average of 82 (B) or higher must be achieved in order to successfully complete all AuD courses. A grade of B-, C+, C, D, or F constitutes a failure in any prescribed or required course in the audiology program.

Grade determination will be based on the scale approved by the audiology faculty and the University Curriculum Committee as follows:

Percentage Earned	93-100	90-92.9	87-89.9	83-86.9	80-82.9	77-79.9	73-76.9	70-72.9	67-69.9	63-66.9	60-62.9	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Grade Points	4	3.67	3.33	3	2.67	2.33	2	1.67	1.33	1	0.67	0
Percentage Earned	93-100	90-92.9	87-89.9	83-86.9	80-82.9	77-79.9	73-76.9	70-72.9	67-69.9	63-66.9	60-62.9	Below 60

Students must achieve a grade of B or better (i.e., a passing grade) in all courses to progress through the audiology program. Grades will not be rounded up to the next highest grade (i.e., a 92.9% is an A-) as consistent with UF policy to truncate (i.e., not round up).

GRIEVANCE PROCEDURE

POLICY

The Department of Speech, Language, and Hearing Sciences (SLHS) shall maintain a written student grievance procedure.

EFFECTIVE DATE: 08/15/2018

BACKGROUND

This grievance procedure is intended to ensure that:

- (a) each student has available to her/him clear instructions on how to bring grievances to the attention of SLHS faculty members and administrators and/or College of Public Health and Health Professions (PHHP) administrators, and
- (b) that student concerns are addressed in a prompt and fair manner.

In keeping with University of Florida policy, *grievances* are defined as dissatisfaction occurring when a student believes that any decision, act, or condition affecting him or her is illegal, unjust, or creates unnecessary hardship. These concerns include, but are not limited to:

- (a) academic problems (excluding grades, except when there is an allegation of illegal discrimination or where a grade penalty has been imposed without proper authority);
- (b) mistreatment by any University authority;
- (c) wrongful assessment of fees;
- (d) records and registration errors;
- (e) student employment-related issues;
- (f) scientific misconduct;
- (g) sexual harassment;
- (h) discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or

affiliations, genetic information and veteran status, as specified under the Vietnam Era Veterans' Readjustment Assistance Act.

PROCEDURE

For the University grievance policy see the following document:
<https://regulations.ufl.edu/wp-content/uploads/2012/09/4012.pdf>

Within the Department of Speech, Language, and Hearing Sciences, students must use the following procedure for academic grievances. Students are encouraged to seek consultation from the Dean of Students Office if there is a question regarding whether a grievance is considered academic in nature or to determine the most appropriate university entity to address non-academic grievances.

The grievance process has the following steps:

- 1) The student is strongly encouraged to discuss his or her grievance with the person or persons alleged to have caused the grievance.
- 2) If the student decides not to complete step 1 or step 1 has no effect, the student can present the grievance in writing to the next level supervisor, which for our department would be the program director of the student's academic program or, if the student is uncomfortable doing that, the grievance can be presented to the chair of the department. The latter person conducts an informal inquiry to resolve any factual disputes.
- 3) The student can request that a Grievance Committee of 3 people be convened to investigate the. The supervisor in #2 above must lay out the issues and the scope of the investigation in a letter to this committee.
- 4) The committee is considered a fact-finding panel that will determine the facts and report them to the supervisor.
- 5) Based on the facts established by the committee, the chair determines the disposition of the grievance and reports it to the student.
- 6) If the student is not satisfied, they may appeal the disposition of the grievance within 5 days, send a letter describing the grievance and letter regarding the disposition of the grievance to Dean of the Graduate School or to other appropriate individuals stated in the University's policy.

In addition:

- If the student's concern is related to clinical practicum, they should bring the concern to the Clinical Coordinator.
- If the student's concern is related to the academic side of your program, they should bring the concern to the AuD Program Director. If this resolution is not acceptable, you are advised to take the concern to the Department Chair.
- If the student wishes to appeal the final decision made at the departmental level, or if the student fears reprisal by bringing the grievance to the individuals listed above, the student may submit the written grievance or appeal of the decision to the Dean's Office in the College of Public Health and Health Professions
 - (Contact person: Dr. Stephanie Hanson, Executive Associate Dean, 4101 HPNP Building; shanson@php.ufl.edu; 352-273-6377).
- The student has the further right of appeal to the Dean of the College of Public Health and Health Professions.
 - (Contact person: Dr. Beth Virnig, Dean, 4101 HPNP Building; bvirnig@php.ufl.edu; 352-273-6214).
- Finally, students may further pursue any grievances with Mr. Ronald Anderson, the University Ombudsman (randerson@aa.ufl.edu) : 31 Tigert Hall PO Box 113155 Gainesville, FL 32611-3155; 352-392-1308. (You may wish to use the student concern form found here: [UF Ombuds Complaint Portal](#).)

- The student will receive a written response from the appropriate administrator to any formal grievance the student files within the college.

GRADUATE GRADE APPEALS

For students with concerns regarding grades, please follow the grievance policy above. Students may also contact the University Ombuds office at: <http://www.ombuds.ufl.edu/>.

ACADEMIC DISMISSAL

Consistent with UF's Graduate School requirements, students may be dismissed from the program if a does not maintain a 3.0 GPA. See UF's Graduate School policy below:

UF ACADEMIC REQUIREMENTS

Unsatisfactory Progress or Unsatisfactory Scholarship

Any graduate student may be denied further registration if progress toward completing the program becomes unsatisfactory to the academic unit, college, or Dean of the Graduate School. Unsatisfactory scholarship is defined as failure to maintain a B average (3.00) in all work attempted. Graduate students need an overall GPA of 3.00 truncated and a 3.00 truncated GPA in their major (and in the minor, if a minor is declared) at graduation. Students with less than a 3.00 GPA may not hold an assistantship or fellowship.

INDICATORS FOR AMENDED PLAN OF STUDY

A student's grades and GPA are closely monitored to help ensure success in the AuD program. If a student earns a B- in a SPA prefix course, an improvement plan with that instructor will be initiated. Should a student earn a C+ or below in a SPA prefix course, their plan of study could change. If a 2nd C+ or below is earned, the plan of study **will** change. It is important that students remember that UF's Graduate School requires a 3.0 or better for students to graduate. Therefore, if a student's GPA dips below 3.0 for two consecutive semesters, then the student may be dismissed from the program.

- Any B- in a course will result in an improvement plan;
- 1st C+ or below, will result in the course being repeated. As such, this could alter the student's plan of study.
- 2nd C+ or below, will result in decelerated plan of study

COURSE ATTENDANCE

UF GRADUATE SCHOOL ATTENDANCE POLICY:

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first-class meeting.

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-

imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above. [Retrieved from: [UF Graduate School Attendance Policy](#) 5/14/24].

DEPARTMENTAL ATTENDANCE POLICY:

As part of professional competencies established by CAA (Standards 3.1.1 A), departmental expectations, and as UF graduate students, expectations are that students will attend each class session and other training options offered by the program. Each class syllabi will have specific instructions on how attendance will be managed in the class.

The courses within the Department of Speech, Language, and Hearing Sciences have been developed by the faculty to provide students with the information and experience necessary to become practicing professionals. **All students are expected to attend the various educational opportunities provided for them by the department.** In the SLHS department, on campus attendance is mandatory for new student orientation and as described in each course syllabus and course schedule.

Students who are registered in web-enhanced courses are expected to complete all required coursework through electronic forums. Students must be able to receive lectures, questions, and assignments from faculty electronically. Students are expected to participate in all class discussions. In the event of extenuating circumstances, students should notify the faculty member prior to the due date and time attendance is expected. Failure to do so may affect the course grade. Web-enhanced class attendance will be assessed by completion of all course assignments by the published due date and time and/or by attendance during live/synchronous class meetings. Please see the course syllabus for class attendance expectations. **Students are responsible for retrieving electronic messages from both their University of Florida e-mail account and Canvas daily. It is expected that students will respond to all messages within 24-48 hours.**

EXCUSED ABSENCES:

The department will follow the excused absence policy established by the University's Graduate School. More details on the Graduate School's Regulations on Attendance Policies can be found here (see category "Attendance Policies"):

<https://gradcatalog.ufl.edu/graduate/regulations/#Grades>

Should a student be absent, it is the *responsibility* of the student to obtain notes from classmates, read assigned work, etc. They may not ask for the instructor to offer attendance via Zoom or to record the lecture if it is not normally recorded. This creates a hardship on the instructor and is unfair to your classmates. Offering for the student to attend class via Zoom, or to record the lecture, is strictly at the discretion of the instructor. Furthermore, should a classmate have an accommodation in which Zoom is used for interpretation or other reason, the student unable to attend class in person may not assume that they can simply join class via Zoom because it is in place. This is for the benefit of the student with accommodations and should not be taken advantage of by fellow classmates.

Prior to making any significant travel plans (e.g., flights home, vacations, travel plans, etc.), please confirm with the Program Director official dates of the semester along with UF recognized holidays. This is to prevent the student from making plans that may conflict with attendance during orientation, class, final exams, etc. If a student makes plans that have not been confirmed with the PD, they may not receive an excused absence.

Please confirm with the Program Director and Clinical Coordinator ANY travel dates you have as it relates to conferences, trainings, observations, etc. that are related to your academic or clinical training PRIOR to the event for an excused absence to be granted.

Unexcused Absences:

Students enrolled in the Audiology Program will be permitted no more than **four** unexcused absences during the entire program (i.e., 11 semesters). More than four unexcused absences may result in the students being on probation or dismissed from the program.

COMMENCEMENT AND GRADUATION

Commencement Exercises for AuD students are traditionally held at the end of the of the spring semester. A student is required to meet all requirements for graduation as set forth in The University of Florida Catalog in effect at the time of entrance into the program, assuming there is no interruption in enrollment of a year or more. Later changes in the requirements for graduation are not applicable to students who proceed without interruption through their chosen program of studies. It is the responsibility of the SLHS department to notify Student Records of the candidates for graduation each term.

Please refer to UF's Graduation webpage for additional information on appropriate attire, completing the application for degree and other questions. Details on commencement can be found at: <https://commencement.ufl.edu/>. Typically, the Doctoral Commencement Ceremony is held on Thursday (for Spring Ceremonies) and is usually the first of the day. However, students are strongly encouraged to refer to UF's commencement webpage for specific dates and times for each cohort's graduation.

UF Graduate School's policy on attendance at graduation can be find here (see "Attendance at Commencement"): <https://gradcatalog.ufl.edu/graduate/regulations/#Grades>

As all students in the Audiology Program are working towards a doctorate degree, all students will be hooded during commencement. When asked by the University to provide the name of the faculty member who will be hooding you, please contact the PD to determine who will represent the Audiology Program as the official hooder for a given cohort. The Program will rotate through the faculty, so each cohort will be hooded by a different AuD Faculty representative. Each cohort will have one (1) faculty member to hood the entire cohort.

REGALIA

The Office of Student Services for the College of Health Sciences will order regalia for graduate students. Students will receive an email from the Office of Student Services when the registrar sends out the information regarding regalia.

ASHA CERTIFICATION

Any student who completes the academic and clinical program of the Department of Speech, Language, and Hearing Sciences with a doctorate degree in audiology is eligible to apply for ASHA certification (CCC-A). To do so, you must complete the following:

- Passing grade (B+ or higher) on all coursework
- Supervised clinical practicum
- Pass a National Examination in Audiology (PRAXIS)
- 4th Year Externship, supervised by an ASHA certified clinician
-

The first two requirements must meet the standards specified by CFCC for knowledge and skills acquisition (KASA). **Please note that it is the student's responsibility to assure that he or she fulfills all CFCC/KASA certification requirements.**

COURSE EVALUATION

Formal evaluation forms are sent near the end of each course via e-mail to all students enrolled in SLHS courses. The purposes of these evaluations are to foster student contributions to the planning and revising of course design, curriculum, and to indicate areas of change that would enhance the learning environment. Additionally, the feedback is used by faculty to improve their instruction and/or courses for future students. Students are encouraged to thoughtfully complete these forms.

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

EXIT AND GRADUATE EVALUATIONS

Prior to graduation, the student and Program Director will schedule a brief exit interview (~ 30 minutes). The interview usually occurs during the month of April, prior to graduation.

During the exit interview, the Program Director and student confirm completion of the following requirements. Should the Program Director NOT have the following documentation, it will be the responsibility of the student to provide evidence of completion of all AuD and applicable graduate school requirements:

1. Coursework
2. Research Project
3. Practicum hours
4. Forwarding Address, telephone and e-mail

5. Employment information (if known)
6. Praxis exam score – copies must be sent to UF (**UF code: 0052**)
7. Completion of PPHP/Graduate School Training courses (PHC6600 & IPLH Module)

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

ACCESSING AUDIOLOGY & AUDIOLOGY PROGRAM INFORMATION

There are several ways to access information about the Au.D. program.

- The [UF Graduate Catalog](#) – This contains all official UF policies related to graduate admissions, courses, grading, and so forth. If you have general questions about the AuD degree, look here first.
- The [SLHS Website](#) – Check in here regularly for updated news and information about the department.
- The [Council on Academic Accreditation website](#) – The CAA accredits our program. This website contains a wealth of information about processes and procedures related to program accreditation, including the various standards that programs like ours have to meet in order to become accredited.
- ...and...This Student Handbook. This handbook contains policies, procedures, and other types of information that are specific to our program. Be sure to look in the handbook first when you have questions about what to do!
- AuD Student Canvas Course – as mentioned before, all enrolled students have access to the course and the various resources available to students there.

Additionally, students can find out more details about audiology, in general, from these sources:

- The [ASHA's student website](#): The ASHA website contains a wealth of information for students who are preparing to become speech-language pathologists. Here you will find lots of information about conducting a job search, applying for clinical certification, as well as awards and scholarships.
- The American Academy of Audiology – <https://www.audiology.org/> - has resources for audiologist and students. They also host job postings for externships that students can review during the application process.
- State of Florida – <https://floridasspeechaudiology.gov/>

DEPARTMENT CLINICAL INFORMATION

GOALS OF THE CLINICAL EXPERIENCE

The clinical experiences of all UF students are more than just obtaining clinical contact hours to secure a degree or to meet the minimum hours required for certification. These experiences should be opportunities to develop clinical skills, insight, and critical thinking as students and future professionals to serve people with communication disorders. In short, these experiences should help your obtain

competency in the various standards required to enter the field of audiology. UF encourages students in clinical rotations to interact and engage with members of other professions/disciplines as they work with patients with varying disorders. Interprofessional practice ensures the best outcome for the patients we serve.

PRACTICUM EXPERIENCE

All audiology students at the University of Florida will participate in clinical education courses each semester, beginning with SPA5051. Over the course of the program, students will spend time in various clinical sites treating patients across the lifespan, from newborn to geriatrics.

The doctoral student will meet with the Clinical Coordinator (CC) during orientation of the student's first semester of the doctoral program and discuss the clinical ability of the student with regard to completed coursework and clinical experience (i.e., does the student come in with observation hours, hands-on experience in clinical rotations, or work experience as an aide.) Additionally, should a student have the need for accommodations in the clinical settings, the student is encouraged to first talk with UF's Disability Resource Center. Once an accommodation letter is provided, the CC will be better able to discuss with you appropriate clinical rotations and expectations.

CLINICAL SITE SELECTION AND AFFILIATION PROCESS

Efforts will be made for clinical placements to be in the greater Gainesville area for the first year of the Au.D. program. Students can expect to drive up to 2 hours to clinical rotation sites during the second and third year. For the summer before the third year as well as during the externship (i.e., fourth year), students may wish to live outside of the Gainesville area. These students will need to ensure that an affiliation agreement is in place prior to starting the rotation or externship. Details on how to request a new clinical rotation site is provided on page X.

Clinical site selection is critical to the student's success in this program. Determination of all clinical placements will depend on the student's knowledge, skills, abilities, course schedule, past clinical locations, competency needs, etc. A student's work schedule will NOT be considered except in circumstances that receive prior approval for the student to work during the traditional "8-5, M-F" workweek. The CC is responsible to ensuring that students get experiences in a variety of clinical placements that offer the "depth and breadth" that the field of audiology offers as well as that is required by our accrediting body (i.e., CAA) as well as certification bodies, (e.g., ASHA's CFCC). Additionally, the off-campus clinical instructor must be appropriately credentialed, and all clinical affiliation agreements must be up to date.

Each time a clinical rotation has occurred, the clinical instructor and/or the CC will approve clock hours and patient details entered into the AuD student clinical document site, Calipso. Students are encouraged to document the clinical hours gained, types of patients seen, age of patients, diversity of patients, and diagnosis and/or treatment of patient. Prior to identifying future clinical sites, the CC will review clinical experiences and select the most appropriate clinical site for the following semester based on current and past coursework, past clinical rotations, and needs of the student.

If a student wishes to be placed at a clinical site in an area where clinical site affiliations are not already established, the student should identify several possible clinical sites in the geographic area of interest, such as during the 2nd summer (i.e., between your second and third academic year) or externship site. For rising 3rd year students, it is the student's responsibility to make the initial contact with the clinic and determine if they are open to supervising a student. Students will complete the

Externship Request Form and the CC will begin the process of establishing a clinical site affiliation agreement between UF and the chosen site. Should the CC determine that the site is not appropriate for the student, or if an agreement cannot be reached between the potential clinical site and UF, then the student will need to identify other potential sites for clinical education. Students are to submit any request for a new clinical site to the CC by Feb. 15* prior to the summer the clinical rotation is desired to ensure that the affiliation agreement has sufficient time to be completed. Please note, the sooner the request is submitted, the better, as it isn't guaranteed that a contract will be completed even when submitted by the 15th of Feb. There are many factors beyond the Department's control that go into the contract and contract process, and thus we can't "rush" a contract through UF's legal department simply because we wish it.

TRAVEL FOR CLINICAL ASSIGNMENTS

An integral part of the clinical component of the program is accessing rural and specialty clinic sites for clinical experiences. The benefit of these clinical sites is the diversity that it provides for the student's clinical education.

Students will be assigned to several clinical sites that are out-of-town. **Clinical sites may be a significant distance (i.e., up to 2 hours) from the University of Florida campus.** When a student is assigned to one of these sites, the expense of travel to the site while assigned to the distant site will be the responsibility of the student. However, when possible, students will be assigned in pairs to potentially defray the cost of travel. Additionally, if a student is placed out-of-town one semester, all attempts are made to keep the student local the next semester. Additionally, if a student happens to be from another city/area and wishes to have placements in or near their hometown, arrangements can be made for clinical rotations for that student. Students are encouraged to complete the clinical site request form as well as scheduling an appointment with the Clinical Coordinator to discuss such accommodations to their clinical rotation.

Examples of out-of-town clinical placements include:

- Jacksonville, FL (up to ~1.5 hours depending on location)
- Ocala, FL (~ 1 hour)
- The Villages, FL (~1 hr 15 min)
- Orlando, FL (~ 2 hours)

PLANNING FOR CLINICAL SITES AND EXPERIENCES

CLINICAL CLOCK HOUR REQUIREMENTS

Throughout the 4-year program, Au.D. students should strive to complete **a minimum of 1820 clinical clock hours**. Traditionally, UF students average between 2500 and 3000 clinical hours by the time that they graduate. Supervised clinical experience is defined as clinical services (i.e., assessment / diagnosis / evaluation, screening, treatment, family/patient consultation, and/or counseling according to the guidelines set forth by the Council for Clinical Certification [CFCC]). The student must also have **completed 25 documented hours of clinical observation prior to beginning any direct patient contact**. All clinical hours are to be achieved through a variety of practice settings and with a

diverse patient population. All decisions as to when students move from supervised observation into supervised direct clinical service will be determined by the Clinical Coordinator and/or the clinical instructor. In General, students should expect that Fall and Spring clinical course work will start a week after the semester starts and ends two weeks before the final exam period set by UF. Exceptions may occur, such as the first year of study, students may complete observation hours and/or screening hours prior to starting their clinical placement. It is expected that students will attend all assigned clinical rotations, despite the number of hours completed within a semester. Withdrawal from a clinical rotation is a rare circumstance that usually requires consultation with the CC, the Program Director, and/or the Department Chair and only occurs in extreme circumstances. However, should a student believe that they are being treated unethically or in a harassing manner, they should report it immediately to the CC. Should a student be removed from any clinical rotation, it is up to the CC if/when/where a student may be placed for their clinical rotation for the remainder of that semester. Should the CC be unable to accommodate the student in a new clinical placement, the student may receive an additional clinical rotation the following semester and/or have an extended program of study as a last alternative.

PREREQUISITES FOR CLINICAL PLACEMENT

Students are expected to complete the required prerequisites for University of Florida prior to obtaining any clinical clock hours. Au.D. students are expected to become familiar with and adhere to the policies and procedures for the University of Florida as well as each clinical facility. Students should request and review facility policies at the **beginning** of each clinical experience. Facility policies may address the use of personal electronic devices, documentation requirements, health data and immunization requirements, dress code, identification requirements, hours of operation, incident reporting, absence/late arrival policy, inclement weather policy, food/drink policy, and facility specific emergency protocols. In addition, students may incur other financial costs related to their clinical placements.

UNIVERSITY OF FLORIDA REQUIRES THE FOLLOWING PRIOR TO INITIAL CLINICAL PLACEMENT:

- **25 documented hours of clinical observation** – verification to be uploaded in Calipso.
- **CPR certification** is required and must be updated every two years. A copy of the CPR certification card must be uploaded into Canvas on an annual basis.
- **HIPAA/UF Clinical training** – students will complete any and all required training through **Mytraining.uf.edu** as required by the department and/or UF Health.
- **Criminal Background Check** - All students are required to have a one-time comprehensive criminal background check in accordance with clinical affiliation contracts between the university and clinical agencies. The program contracts with Employment Screening Services (ESS) to provide this service. The student is responsible for completing the background check once they have been emailed the link. The student is responsible for payment.
 - A clinical site may have more specific screening requirements and may refuse placement of a student with a criminal record. For example, the VA also requires fingerprinting. Students planning to complete a clinical rotation at the VA should complete their background check ASAP as the “on-boarding” is a lengthy process.
 - Audiology licensure laws in individual states may deny or restrict licenses to individuals with felony or certain misdemeanor violations. A negative criminal background check

and/or a Child Abuse History Clearance may be required for employment by some organizations. Any student with a criminal record is advised to check with the Audiology licensure board and/or an attorney in the state in which they wish to be licensed in order to determine their eligibility for licensure.

- **PHHP UF Health Form-** Upon admittance to the Au.D. Program, the student should submit a completed copy of the UF Health Form.
- **Immunization Record** - The student should submit a completed copy of the University of Florida Immunization Record both to the program and to the UF Graduate School. This documentation should provide evidence of having met the health requirements which include, but are not limited to:
 - Students within the Au.D. program are responsible for keeping current all immunizations as stated in the affiliation agreement with clinical agencies. The student shall turn in a copy of each immunization/vaccine. The student shall keep original documentation for his/her personal records for future use. Some facilities require additional immunizations and/or testing.
- **Professional Liability Insurance:** University of Florida Au.D. students are covered under UF's liability coverage. However, it is required that Au.D. students purchase their own policy for activities that are and/or might be outside of the course requirements for the University of Florida program. The policy is on a "claims made" form that means any claims must occur and be recorded while the policy is in force.
- **Liability insurance should meet the following requirements:**
 - Occurrence type policy
 - Minimum coverage limits of \$1,000,000/\$3,000,000

All doctoral students enrolled in clinical practicum must have liability insurance coverage prior to beginning their first clinical day and must maintain coverage while enrolled in the Au.D. program. Liability insurance is designed to protect professional individuals from bearing the full cost of defending against a negligence claim made by a patient. The insurance does not prevent someone from filing suit, but it does provide financial assistance for legal fees and other expenses of defending oneself. Members of the National NSSLHA organization have access to professional liability insurance through plans available exclusively to NSSLHA members. For more information, contact Mercer Consumer at 866-795-9340 or go to the Mercer Consumer website: www.slhadvisor.com.

- **Complete the AuD Handbook Quiz.**
- **UF Honor Code – Sign signature page indicated that you agree to abide by the UF Honor code.**

CODE OF ETHICAL AND PROFESSIONAL CONDUCT

PROFESSIONAL PRACTICE COMPETENCIES

Students in the Au.D. program in Speech, Language, and Hearing Sciences are considered professional students and as such, are required to exhibit professional behaviors in the classroom and

while in clinical placements. Students will also comply with the American Speech- Language Hearing Association's Code of Ethics during all aspects of their program. The professional behaviors that should be exhibited, as identified by CAA are:

- Accountability
- Integrity
- Effective Communication
- Clinical Reasoning
- Evidence-based Practice
- Concern for Individuals Served
- Cultural Competence
- Professional Duty
- Collaborative Practice

Students who breach any of the professional behaviors, either in the classroom, or clinical site, may be subject to remediation of this competency. An action plan may be set in place for failure to meet competency on any of (CAA's) Professional Practice Competencies. See details on remediation plans above for more details.

PROFESSIONAL CONDUCT

UF students and future audiologists are expected to conduct themselves in a professional manner and uphold high standards of honesty and ethical behavior in study and clinical practice. University of Florida considers cheating an example of deficiency "in the scholarly maturity necessary for college study" (UF Catalog). Unethical or unprofessional behavior in the clinical setting demonstrates the lack of integrity needed for clinical practice in audiology. Students are referred to UF's Honor Code on page 21.

APPROPRIATE CLASSROOM BEHAVIOR GUIDELINES

The SLHS faculty have defined appropriate classroom behavior as follows:

- 1) Attend every class meeting.
- 2) Be punctual: coming to class on time.
- 3) Be attentive while in class.
 - No personal conversations during lecture and/or class discussions.
 - Use computers for academic, course-related purposes only; NO texting, web-surfing, or social media
- 4) Be courteous and respectful to faculty and colleagues; no interrupting while someone is speaking.
- 5) Actively participate in class by listening, asking questions, and engaging in class conversations; however, do not dominate other students' opportunities to learn by asking too many questions.
- 6) Prepare to participate in class by reading all assignments including textbook, web information/research, and articles.

- 7) Give faculty prior notice for absences by email or voice mail.
- 8) When possible, avoid taking bathroom breaks during lectures. This is disruptive to the instructor and to your classmates. In most circumstances, instructors will offer a 5-10 minute break every hour to hour and-a-half. If you find that you consistently need a break outside the allotted break provided by the instructor, please consider consulting with UF's Disability Resource Center for accommodations.
- 9) Wear appropriate dress in class when guests are present and/or when making formal oral presentations. Clinical attire is always required while in clinical practicum settings.
- 10) Take responsibility for learning. Whether you learn in the classroom depends entirely on you, based upon your willingness to intently listen, your ability to ask appropriate questions, and your ability to do the work necessary to excel in the course.
- 11) When having difficulty in a course, please ask for assistance before it is too late; SLHS faculty are here to help you and assist you in becoming successful. Talk to us; let us assist you if we possibly can.

- 12) Have fun while you are in class; research studies show that students who are actively engaged and positive in their interactions have a 5-10 point lead on students who are fussy and negative.

CLINICAL PROFESSIONALISM GUIDELINES

PROFESSIONALISM FOR Au.D. STUDENTS

Students enrolled in the Au.D. program are trained and fully informed of behaviors that indicate a professional sense of responsibility.

ETIQUETTE

Students should always show respect and gratitude for the clinical educator's efforts in giving of their time and inviting students into their place of clinical practice. Demonstrations of gratitude during and after the clinical observation are appropriate and typically well-received. It is appropriate for students to ask for a brief orientation on the first day of clinical practice and learn the names of the staff. The clinical staff can make the student's experience easier or more difficult. Staff should always be treated with respect and courtesy!

STUDENT BEHAVIOR

-
- ⑨ Students are expected to arrive at their clinical practicum site on their pre-arranged days, be on time and not leave early, checking in and out with their clinical instructor. Students must notify the clinic if they cannot attend clinic as scheduled or will be late. It is inappropriate for students to arrive on days that have not been pre-scheduled, and students may NOT be at the clinical site unless their preceptor is physically present OR arrangements have been made for the student to be with another clinical instructor.

- ⑨ Cell phones should preferably be turned off, or placed on vibrate, but should NOT make any noise in the clinic setting or patient rooms! Cell phone use during clinic hours is prohibited, except in case of emergency or for pre-approved apps such as for medical abbreviations, medical information and/or pharmacy related information. Students may use their cell phone for personal calls during lunch or established breaks but should be in a private area away from patients, staff, and other students.
- ⑨ Students should show interest in each patient and/or procedure. It is understood that students will have varying interests, but each experience produces valuable information. It is expected that the student will NOT be just an observer or appear disinterested, but voluntarily participate to the greatest extent that they are allowed. It is NOT appropriate to go to another area of the clinic to work on anything else, including Calipso documentation or schoolwork during clinical rotations unless instructed by the clinical instructor to do so.
- ⑨ Students are to introduce themselves as an audiology doctoral student to patients and everyone in the clinical setting.
- ⑨ Students should address the patient, clinical instructor, and other staff/personnel in a formal greeting (e.g., Mr. or Mrs. or Dr.) unless granted permission to address by first name. Student clinicians should always refer to the clinical instructor as "Mrs." or "Dr." in front of patients even if granted permission to address them less formally in personal situations.

ACTIVE LEARNING

As active learners, students do not just "follow" their clinical instructors. Following is a passive term that implies very little learning. Working with and learning from clinical instructors is a more appropriate way to describe the clinical experience. Students are expected to actively participate in assessing, diagnosing, and managing the care of most of the patients seen in collaboration with the clinical instructor. Each clinic course contains a list of task-based proficiencies or competencies which should be performed during the clinical rotation, pending the type of clinical site (i.e., a diagnostic ABR would not be expected in an HA clinical site). Students may share the list with their clinical instructor and seek out these opportunities in each of their clinical rotations.

CONFIDENTIALITY

- 📁 Students have an obligation to protect and keep confidential all patient data/information whether printed, written, spoken, or electronically produced, and to access this information for appropriate and authorized purposes such as patient care and records processing. Patient information must be accessed, maintained, and released in a confidential manner. Any violation of the confidentiality of patient information or unauthorized access may result in disciplinary or corrective action up to and including immediate dismissal from the SLHS program for student misconduct. Per HIPAA guidelines, a release of information form must be completed before any information is mailed, faxed or given to any party, including the patient or his/her caregiver. Students are not to discuss patient names, addresses and medical or financial information with any individuals other than those who are directly involved with care of the patient. This includes any public forum such as the classroom, clinical conferences, and seminars either on or off-campus. Patients must sign consent forms before they can be videotaped, audio-taped, or observed by any other party.

- 📁 To remain in compliance with the federal Health Insurance Portability & Accountability Act (HIPAA) regulations and respect the confidentiality of patient information, Au.D. students may not remove any patient protected health information (PHI) including patient health records and photos from the clinical site.
- 📁 Unauthorized disclosure of patient information may violate state or federal laws (including HIPAA), and unauthorized release of information may result in dismissal from school and legal action taken against the student.
- 📁 Please note: HIPAA rules and regulations also apply to individuals, including students, faculty, and clinicians, who volunteer to serve as demonstration subjects.
- 📁 No photos/video of any patient or patient records. Please avoid having pictures taken of you during clinical experiences unless the photographer is authorized by the facility to take pictures. **No information related to patients, or your clinical experiences may be posted on social media including pictures, status updates, or comments.** Students must respect facility specific information, such as protocols and administrative information, as confidential.

HONOR CODE RELATED TO OVERALL PROFESSIONALISM

An academic integrity violation is defined as the act of lying, cheating, misrepresenting, stealing and/or plagiarism of academic information to gain academic advantage for oneself or another. As a University of Florida student, one is expected neither to commit nor assist another in committing an academic integrity value violation. Additionally, it is the student's responsibility to report observed academic integrity violations.

UF students are bound by The Honor Pledge, which states,

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

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

- UF Dean of Students Office: Student Handbook & Student Honor Code
 - <https://handbook.aa.ufl.edu/students/>
 - <https://sccr.dso.ufl.edu/students/student-conduct-code/>
- UF Graduate School Student Handbook
 - <https://graduateschool.ufl.edu/work/handbook/>

INFORMATION PERTAINING TO CLINICAL SITES

TERMS: CLINICAL EDUCATION, CLINICAL INSTRUCTOR, & CLINICAL COORDINATOR

In the Department of Speech, Language, and Hearing Sciences at the University of Florida, we are exploring unique and innovative ways to provide clinical education experiences for our doctoral students. We use the term "**clinical education**" to describe a relationship-based process of competency development and performance in which professionals (clinical educators, preceptors, or clinical supervisors) have knowledge and skills that a student clinician needs to develop and demonstrate in a professional manner in order to be minimally competent in the field of audiology.

Flynn & Stack (2006) refer to clinical preceptors [or clinical instructors] as "experienced clinicians who teach in a 'real world' environment by sharing their expertise and professional knowledge in a one-on-one relationship with a student clinician". This relationship is teaching in nature, task-oriented, and exists within a distinct time frame (Flynn & Stack, 2006).

(Adapted from "Key Factors of Influence in Clinical Educator Relationships" by Tammy Fredrickson and Susan Moore. This information was presented at the ASHA 2013 Convention in Chicago, IL.)

CLINICAL COORDINATOR'S (CC) ROLES AND RESPONSIBILITIES

The CC will serve as the liaison between the clinical site and the University of Florida's SLHS department. The CC's responsibilities are as follows:

1. The CC will obtain information from the Clinical Site regarding the clinical educator's/preceptor's qualifications and recommend that the clinical educator(s) complete a supervisory training provided by UF prior to this clinical placement. All clinical preceptors/instructors who work with Au.D. students must:
 - a. Have at least 9 months of clinical experience, and
 - b. Hold an unencumbered practice license in the state where the student will work.
 - c. Most clinical instructors will hold ASHA's CCC-A.
2. Once a potential site has been identified, the CC will contact the site to discuss possible clinical placements. If an affiliation agreement has not been established, the CC will initiate the Affiliation Agreement between the university and the clinical site.
3. The CC will obtain information regarding all potential clinical instructors' qualifications regarding licensure and ASHA certification through the Clinical Site & Preceptorship Planning Form (Appendix H) or through personal contact.
4. The CC will assign students to the clinical site and provide the site clinical instructor/facility with information regarding ASHA regulations and University of Florida SLHS program requirements.
5. The CC will ensure that all clinical affiliation agreements have been approved by UF and/or are valid for the current semester.
6. Once the student begins the clinical rotation, the CC is responsible for answering questions that the student or the clinical instructor(s) may have during the course of a semester.

7. Once the student begins the clinical rotation, the CC will contact the student and/or the clinical instructor(s) periodically to monitor the student's progress and status.
8. The CC and/or the program director will be available for conferences with the student(s) as necessary should concerns regarding a clinical placement occur.
9. The **student(s)** will maintain (i.e., **enter clinical time and notes at least every two weeks**) all electronic documentation regarding the student's clinical experiences and hours through Calipso. The CC will **monitor** direct contact hours and general documentation for all students in clinical rotations and advise the student of the status of clinical clock hours should the number of hours be of concern.

CLINICAL SITE & PLACEMENT APPROVAL

Every clinical site and instructor must have a current, signed agreement in place with the University of Florida BEFORE the student begins any clinical experience. If the student has not received WRITTEN approval from UF for a site and/or preceptor, the student may not begin the clinical rotation.

For second summer clinical rotations, students may request clinical placements outside of the Gainesville area. These sites will need to follow the verification process all sites must follow. Therefore, students are encouraged to submit the Clinical Placement Affiliation Agreement (see Student AuD Canvas Course) no later than February 15th prior to the start of the second year clinical rotation.

CLINICAL EXPERIENCE EXPECTATIONS

STUDENT-CLINICIAN EXPECTATION CONTRACT

Prior to starting clinical placements during the first semester, students MUST sign the student-clinician expectation contract acknowledging UF and SLHS's expectations of the student's professional behavior while representing UF and the Department at each clinical site.

- 1.

CLINICAL DOCUMENTATION SYSTEM (CALIPSO)

Students are required to use CALIPSO, a web-based clinical tracking software system for documenting clinical information (i.e., identifying information, clinical clock hours, etc.). Data entered into CALIPSO is stored in a secure and HIPAA-compliant server.

Data must be entered within **14 days (i.e., 2 weeks)** of patient contact and include the following information. Students should document the following items at minimum:

- Date of service
- Name of clinical instructor
- Duration of service
- Type of service

- Notes: can be added at the student's discretion, including diagnosis, patient history, etc. These details could be useful for clinical case presentations, so students are encouraged to take good notes on interesting or unusual cases.

CLINICAL ATTENDANCE

UNSCHEDULED ABSENCES

Student clinicians are expected to be present each day of their assigned clinical practicum and to be punctual and prepared for each clinical experience. In the case of illness or emergency, the student must contact the clinical instructor and CC **prior** to the absence. This information must be communicated as early as possible and must be done for **each** day of absence. *An absence is any deviation from the approved clinical schedule.

Documentation supporting the absence (e.g., doctor's excuse, appointment card, car repair receipt, email from preceptor) should also be provided. Unexcused or excessive absences (more than 3 excused without an Accommodation Letter) will be reviewed by the CC and a SLHS faculty committee and may result in an "Incomplete" for the course, make-up work, or course failure. Regardless of whether an absence is excused or not, the student is responsible for making up all work/time that is missed. **NEVER** should a student request to leave a clinical placement early or rearrange their approved clinical schedule to accommodate personal circumstances (e.g., studying for a test, visiting with friends or family, work schedule).

SCHEDULED ABSENCES

Scheduled absences will occasionally be allowed for approved educational opportunities and family emergencies. Scheduled absences must be approved by the CC at UF. Please notify the CC as early as possible for scheduled absences. Requests for scheduled absences must be initiated by the students to the CC prior to starting the clinical experience (i.e., before the start of the semester) during which the absences will occur. Students can request the time off by completing the XXXX form. Students should NOT assume that because the form was submitted that they will receive an approved absence. The AuD Faculty will approve the request. Students are allowed only 3 non-medical or non-educational absences throughout the entire AuD program. The CC/AuD Faculty may consult with the clinical instructor in making the decision to approve the absence. The CC will electronically communicate the final approval to the student. The absence and any make-up requirements should be discussed between the student and the clinical instructor in the first week of the clinical rotation.

EXTENDED ABSENCE

Extenuating circumstances that require extended periods of absence, such as illness, family emergency, maternity, military service, etc. will be considered excused absences and handled on a case-by-case basis by the Program Director. See the student handbook for more information on procedures for requesting extended absences, along with financial and academic implications.

UNEXCUSED CLINICAL ABSENCES

Unexcused clinical absences are not permitted and may result in a deduction in grade for the clinical rotation, and/or, in extreme circumstances, disciplinary action that include an extension of the plan of study or dismissal from the program. All unexcused absences must be made up at the approval of the CC and clinical instructor.

ILLNESS RELATED TO CLASS ATTENDANCE & CLINICAL PRACTICE

Please do not come to class or a clinical site if you are ill. This is important for at least two reasons: 1) you use that class/clinic time to heal/recover, and 2) you do NOT spread the condition to others and/or make the course/clinical appointment uncomfortable for those around you. You must be fever free for at least 24 hours before returning to class/clinic. A doctor's excuse is required for an absence to be excused, as per UF guidelines. Students are permitted one (1) unexcused absence per semester due to illness as it is recognized that sometime people simply have "colds" that do not warrant a trip to the doctor's office. More than one absence due to health-related issues will require proper documentation.

Please let a faculty member know if you have a medical condition that may affect your attendance in class. For extended health issues, students may be encouraged to contact UF's Disability Resource Center for assistance with accommodations. All information shared with DRC and/or faculty will be confidential.

Any illness, injury, or condition that results in limited or altered ability to perform regular clinic activities should be reported to the Clinical Coordinator. DO NOT go to the clinical site when ill. This includes an elevated temperature at/above 100.5 or vomiting/diarrhea. Students should not return to the clinical site until they are 24 hours without fever and without the use of fever reducing medications. In the event of illness, please follow the protocol for unscheduled absences.

As soon as students are aware that they are sick, running a fever, etc., they should contact both the Clinical Coordinator and their clinical instructor to inform both that they will not be able to attend clinic. Should the illness occur on a day that the student has class, the student should contact their teacher(s) to notify them they will be absent and to re-schedule any missed assignments if possible (see each course's syllabus regarding make-up work for missed assignments/exams/etc.).

INCLEMENT WEATHER ATTENDANCE

In the event of inclement weather, where travel to the clinical site is not safe, the student should notify the preceptor and the Clinical Coordinator at UF as soon as possible regarding the inability to travel to the clinical placement site due to weather conditions. For local placements, if the inclement weather subsides and safe travel conditions are restored, the student should contact the clinical instructor at the clinical site to determine if the student is expected to present themselves for their clinical placement. Likewise, the student can discuss this scenario with the clinical instructor during the first week of the clinical rotation to determine expectations as it relates to attendance during inclement weather.

UF Alert provides students, employees, and visitors with notifications to all subscribers regarding significant impacts to institution-wide operations or schedules. Should a notification be sent via UF Alert that directs students to avoid, leave, or remain in a certain location due to weather and/or other safety reason, students are strongly encouraged to follow the UF recommendations *IF* their clinical/class location is impacted. Students will be excused from their class/clinical placement for the duration of the notification. However, students are encouraged to notify their clinical instructor & CC of their absence due to the documented UF Alert.

CLINICAL ATTIRE

Please follow the Dress Code of the facility. This should be discussed in the first week of the clinical placement. Shorts or any clothing items that are excessively revealing are not appropriate.

It is recommended that you purchase navy blue scrubs, both for your clinical placement at the OAKS but also for service projects or screenings. These scrubs are acceptable to wear to class, labs, outreach and service events, fundraisers, clinical activities with the department or Clinical Coordinator, and any approved off-site clinical placement. Information on the style and where to get them embroidered is provided in your "first steps" email, on the AuD Canvas Student page, and provided again during orientation.

However, it is not mandatory to wear scrubs at the Oaks. If you do not wear the approved scrubs, you can wear business casual attire. Most students in the program will complete more than one semester at the UF Oaks Hearing Center, but the decision to purchase those scrubs is up to you.

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

GENTLEMEN:

Nice slacks that have been ironed; a button-down shirt with tie or pressed polo shirt; dress shoes.

LADIES:

Tops: Blouses need to be long enough to not show the mid-drift when arms are raised; No tank tops or spaghetti straps without a jacket, cardigan, or sweater.

Slacks: Nice slacks that have been ironed. No leggings.

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

Dresses: No spaghetti strap dresses without a jacket, sweater, or cardigan. Dresses should be within 2" of the knee at minimum.

Shoes: No flip-flops or beach shoes; dress sandals are acceptable depending on the clinical setting; Clean tennis shoes are acceptable for specific clinical settings, typically those that allow the use of scrubs (please consult your individual preceptor). Some hospital sites will require closed-toe shoes. Please keep in mind, when selecting your footwear, that you may be on your feet most of the day.

UNACCEPTABLE items include:

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

**Regarding piercings and tattoos, please confirm with your clinical placement what is acceptable and adhere to their guidelines.

Excessively long nails or polish that is chipped or cracked.

STUDENT CLINICAL IDENTIFICATION

A Student Identification Name Badge (i.e., Gator1 ID) should be obtained by each student from the Gator1 Card Office (see details below), clearly displaying the student's photo, name, and credentials

as an audiology student from the University of Florida. The name badge must be worn in a visible location above the waist at all times while any clinical placement. UF's Health Science Center requires students to wear that photo ID badge at all times while in the HC building.

Gator1 ID's can be purchased through the [Gator1 Card Office](#) website or in person at the

UF Bookstore and Welcome Center

1900 Museum Road – Room G071

Phone: (352) 392-8343

Email: gator1card@bsd.ufl.edu or mobile@bsd.ufl.edu

Cost: \$15 badge

Payment options: Check, Cash or Credit Card

Students may also be able to obtain the Gator1 ID at the UF Gator1 Card Office in Communicore/Health Science Center (HSC). The location has restricted hours (T 9:00 am – 12 noon; 12:30 pm – 4 pm).

PERSONAL ELECTRONIC DEVICES

Personal electronic devices may NOT be used while in a clinical setting and should be in "silent" mode so as not to interrupt the clinical session. With the preceptor's permission, students may be given access to their devices at breaks and lunch depending on the clinical site requirements. Students should not use their personal electronic device as a watch/timekeeper.

CLINICAL INCIDENT REPORTING

It is the responsibility of the student to immediately notify the DCE of any incident that places the patient, the student, the preceptor, or the University at risk. This can include but is not limited to patient injury/fall while in the care of a student, unethical/illegal behaviors, or unresolved disagreements with clinical preceptors. If the student is unsure if an incident is of a reportable nature, it should be reported. The DCE will determine the nature of the incident and direct the student to the appropriate subsequent procedures. Failure to immediately report the incident can result in suspension from clinical practicum, dismissal from the program, and loss of liability protection.

The following procedure is to be instituted:

1. Notify the clinical preceptor of the incident.
2. Follow the policy and procedures for incident reporting at the clinical facility.
3. Call the DCE at UF to notify the Department of Communication Sciences and Disorders.
4. Notify the liability insurance provider.
5. Students must complete the required incidence reporting forms within 24 hours and submit them to the Director of Clinical Education. The DCE will notify the University of Florida Risk Management Office within 48 hours of the incident.

CLINICAL GRADING/EVALUATION

The student's grade will be based on the clinical instructor's provided mid-term and end-of-semester report, clinical instructor's grade evaluation, the student's attendance, the student's frequent documentation of clinical hours (e.g., provided Excel file and Calipso), and other identified requirements by the DCE.

FAILURE OF CLINICAL EDUCATION COURSE

Audiology is a practice discipline. Regardless of the grade on clinical evaluation tools and other written work, it is possible to fail a course as a result of unsafe, unprofessional, unethical, or illegal practice or interactions.

Students must pass all clinical education courses to meet the requirements for graduation and progress in the audiology program. If a student fails to meet any clinical objectives, a clinical placement and/or competency may be repeated at the discretion of the Clinical Coordinator and the Program Director based on the student's likelihood of future success in the program and as an audiologist. Successful completion of remedial work may be required prior to granting a repeat clinical placement and/or competency. A repeat clinical assignment and/or competency must be passed in order to continue in the program. For any repeated assignment/competency, exact dates and objectives may be modified according to the problems experienced during the failed experience.

DISMISSAL FROM A CLINICAL SITE

Clinical Instructors have the right to dismiss students from the clinical setting if there is behavior that indicates that the student is unprepared and not capable of providing safe care in their practice setting. The Clinical Coordinator at UF should be notified by phone/email as early as possible by the clinical faculty when dismissal is being considered. It is up to the discretion of the CC in consultation with the Program Director and other faculty whether the student will be reassigned to another clinical site or dismissed from the program.

Students may be withdrawn at any time by UF or released by the clinical site/instructor.

COMPLETION OF HOURS

All clinical hours are to be completed during the semester in which the student is enrolled. No clinical hours may be completed before the first day of the semester or after the last day of the semester (see the University of Florida academic calendar for dates).

<http://www.UF.edu/studentrecords/events/academic-calendar>

Clinical clock hours may not be accrued between semesters. Fall and spring clinical experiences are based on a 12- to 14-week term. Summer clinical experience opportunities will vary.

CLINICAL REMEDIATION

There are circumstances where students, clinical preceptors, and/or clinical supervisors identify problems with students in clinical service provision, writing, professionalism, or other aspects of patient

management. In these cases, a remediation plan may be required for the student. Should this situation become required, the following procedures should be implemented.

1. The student, clinical instructor and/or Clinical Coordinator should discuss the problem together. The Clinical Coordinator should be informed of any potential problems and can be called to this meeting (face to face, or electronically).
2. If the above-stated discussion does not resolve the problem, the CC will begin the process of establishing a remediation plan. A remediation plan is a written document that includes the stated problem, specific objectives/goals to be met by the student, and the mechanism for assisting the student in meeting the stated objectives (patient care experiences, observation, learning assignments...).
3. The remediation plan may include aspects of three tiers of performance; academic, clinical, and professionalism. The remediation plan may focus on one specific area or maybe a more general plan focusing on a broad set of concerns. As an example, a remediation plan could include items focusing on clinical competencies, professional expectations, self-evaluation skills, interpersonal difficulties, and/or weaknesses in assimilating academic information into clinical practice.
4. Once the plan has been written and reviewed by the student, the CC and the PD. The student is expected to demonstrate immediate growth and improved skills in the areas targeted on the remediation plan.
5. All parties will be kept informed of the students' progress.
6. If the student does not successfully complete the requirements of the remediation plan within the specified time frame the student will be withdrawn from the clinical site. The student will be given a grade of "Incomplete" at the end of the semester.
7. Decisions regarding future placements will be determined by the student, the CC, and the clinical instructor(s).

The student(s) will be notified that this disruption in clinical placements will affect their graduation and that this occurrence could be delayed.

END OF PROGRAM REQUIREMENTS

PRAXIS EXAM

ABOUT THE AUDIOLOGY PRAXIS EXAM

The **Praxis Examination in Audiology (5343)** is an integral component of ASHA certification standards. The development of the exam is commissioned by ASHA and facilitated by the Educational Testing Service (ETS) to provide a system of thorough, fair, and carefully validated assessments. The audiology Praxis exam is owned and administered by ETS as part of The Praxis II®: Subject Assessments; however, ASHA's Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) makes a final determination for the passing score.

The current passing score for purposes of ASHA certification is 162 (on a 100–200 scale). Students are encouraged to read more about requirements for the PRAXIS at

<https://www.asha.org/certification/praxis/about-the-audiology-praxis-exam/> or <https://praxis.ets.org/test/5343.html>.

THE PRAXIS EXAM AS A REQUIREMENT FOR CLINICAL PRACTICE

The Praxis exam is used as a requirement for one or more of the following:

- [ASHA Certificate of Clinical Competence in Audiology](#)
- [State Professional Licensure](#)
- **Please note:** UF's AuD Program does NOT require you to take the Praxis to earn your degree. Likewise, it is NOT required that you take the PRAXIS prior to graduation.

THE PRAXIS EXAM AND STATE CREDENTIALS

Each state determines its passing score for professional licensure and teacher credentialing. Most states adopt the same score as required for ASHA certification, but in some states the Praxis examination score for licensure or teacher credentialing may be higher or lower than the ASHA passing score. The passing score adopted by a state is based on a review of ASHA's standard-setting study and/or an independent standard-setting study commissioned by the state or state agency.

THE PRAXIS EXAM AND ASHA CERTIFICATION

Individuals are eligible to apply for certification once they have completed all graduate-level academic course work and clinical practicum and been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards. Once certification has been applied for, applicants have 2 years in which to complete the certification process, which includes passing the Praxis exam. The CFCC requires that all applicants must pass the national examination in the area for which the Certificate is sought.

Standard IV: The applicant must pass the national examination adopted by ASHA for purposes of certification in audiology.

PRAXIS EXAM CONTENT

The [audiology Praxis exam content](#) is comprehensive and, as a result, test-takers will need to synthesize information they have learned from many sources and understand the subject as a whole.

The ETS [Audiology Study Companion](#) [PDF] can be used by test-takers to familiarize themselves with exam content prior to taking the Praxis.

DEPARTMENT RECOMMENDATION FOR PRAXIS

Au.D. students may consider taking the PRAXIS during their third year of study later in the spring semester or early summer semester. However, some students wait until to take the exam during their fourth-year (i.e., during their clinical externship) to gain more clinical experience before taking the exam. It is the responsibility of each student confirm if taking/passing the PRAXIS is required of their externship and/or state in which they will complete their externship. It is the responsibility of the student to apply/pay to take the exam. Test sites and dates of examination may vary, and students are responsible for obtaining this information. Exams are offered frequently each year. **Scores must be sent to the University of Florida's SLHS department.** The SLHS's code is **RA0052**.

Students should also have their scores sent to ASHA in order to meet certification requirements if applying to ASHA for CCC. For more information on taking the PRAXIS, go to <http://www.ets.org/praxis>.

CASE LOG INFO INSTRUCTIONS

Immediately after you have completed your last session of clinical practicum for each semester, you should ensure that all hours for that semester and been accurately entered into Calipso. It is preferable that you have your clinical instructor approve these hours. However, the Clinical Coordinator can sign-off on hours as needed. The Weekly Clinical Clock hour sheet should EXACTLY match the total hours counted/entered into Calipso.

It is the students responsibility to save documentation of these clinical hours, even after graduation from the program. Often, documentation of clinical hours completed will be requested when a new license or certification is applied for. UF/the program does not keep long-term records of clock hours. Therefore, we will be unable to provide you a letter and/or documentation indicating the number of hours you have completed. Therefore, students are STRONGLY encourage to make both printed and electronic copies of their hours each semester, and in one large file at the time of graduation. Students should also be aware that their Calipso account will only be active for a short duration after their graduation, so please don't delay downloading documentation of your clinical hours.

4TH YEAR CLINICAL INTERN

In Florida, one must register as a 4th year clinical intern before beginning one's 4th year clinical externship. You will be required to obtain a provisional license. The registration process in Florida can be found at: <https://floridasspeechaudiology.gov/licensing/audiology-provisional-licensure/>. However, it is important to recognize that every state is different and should a student's externship reside outside of Florida, students are encourage to check the state's licensing board to determine what licensure, if any, is needed to practice as an audiology extern.

UF STUDENT SERVICES

UF PORTAL & EMAIL

With your UF user ID, you can access One.UF where you can check your schedule, access Canvas, Office 365, financial aid, and more. Every UF student is assigned an email account. Students are required to read their UF email every day. The University does not use personal email accounts to communicate with enrolled students.

 [connect.UF.edu](https://connect.ufl.edu)

 <https://cloud.it.ufl.edu/collaboration-tools/office-365/> (Office 365)

ACADEMIC SUPPORT

The Office of Academic Support provides tutoring services to students as described on their website.

 <https://oas.aa.ufl.edu/>

BOOKS AND SUPPLIES

All books and supplies are available online or at the University of Florida Bookstore located on the second floor of the University Center. Required books are identified on a shelf card listing the course name, course number and professor's name. Used books are sometimes available. Please see website for hours. Students can view a list of required textbooks and materials prior to each term.

 <https://www.bkstr.com/floridastore/home>

LIBRARY

UF Au.D. students are expected to be familiar with all journals published by ASHA as well as other important journals in speech-language pathology, audiology, and speech and hearing science.

The library currently provides access to various journals and databases in support of the curriculum and research areas of speech-language pathology and audiology.

The University library can be accessed off campus (via VPN) by using your UF ID and password.

 <https://uflib.ufl.edu/>

TECHNOLOGY SERVICES

The technology help center can assist you 24 hours a day, 7 days a week 352-392-HELP (4357) or via email at helpdesk@ufl.edu.

 <https://it.ufl.edu/>

 <https://it.ufl.edu/helpdesk/>

PUBLIC SAFETY

The UF Department of Emergency Management is staffed 24 hours a day, providing immediate availability for emergency response, performance of security patrols, monitoring of persons on campus, and providing other services to the campus community. UF Department of Emergency Management may be reached at (352)-273-2100.

 <https://publicsafety.ufl.edu/>

The UF Police Department can be reached at 352-392-1111. In emergencies, call 911.

 <https://police.ufl.edu/>

Environmental Health & Safety can be reached at 352-392-1591.

 <https://www.ehs.ufl.edu/>

EMERGENCIES

University of Florida utilizes **UF Alert** for desktop, laptop, tablet, and mobile devices to provide students with information, procedures, and links about what to do in the event of a variety of emergency situations that could occur on our campus. If you do not already have the **UF Alert** app on your mobile device, laptop, desktop, or tablet, please go to this link <https://ufalert.ufl.edu/> to see current (or past) alerts. You can sign up for **UF Alert** at <https://ufalert.ufl.edu/join/>. As students often commute both for clinic and class, it is STRONGLY recommended that students sign up to receive the alerts.

RELATIONSHIP VIOLENCE

The form can be used to report any act of Sexual misconduct or harassment.

 https://cm.maxient.com/reportingform.php?UnivofFlorida&layout_id=20

TITLE IX INFORMATION AND RESOURCES

Title IX Sexual Misconduct Policy can be found in the UF Student Handbook. It can also be found at the website, <https://titleix.ufl.edu/>. This includes information related to reporting and enforcement. The Interim Title IX Coordinator (as of 7/2024) is Jackie W. Moran, JD, and can be reach at 352-294-8720 or Jackie.moran@ufl.edu.

UNIVERSITY HEALTH SERVICES

University of Florida provides health services to students at the Student Health Care Center (SHCC). Student can learn more at <https://shcc.ufl.edu/fees-and-insurance/>.

COUNSELING SERVICES

The most common time for someone to be diagnosed with a mental health problem such as an anxiety disorder, depression, or an eating disorder is between the ages of 18-25; about one fourth of all individuals in this age group will experience a mental health issue. This can lead to inconsistent school performance which can impact your academics. Please let someone know if you are feeling different from normal. Services are available to students. The Counseling and Wellness Center can be reached at 352-392-1575.

 <https://counseling.ufl.edu/>

DISABILITY RESOURCE Center

If you are registered with the Disability Resource Center, and have your accommodations letter, please make an appointment with the course instructor and Clinical Coordinator as soon as possible to discuss accommodations that may be necessary each semester. If you have a disability but have not contacted the DRC, please call 352-392-8565.

 <https://disability.ufl.edu/students/accommodations/>

TRANSPORTATION and PARKING SERVICES

Students must park in their designated color zone according to their parking permit. Regional Transit System (RTS) provides public transportation covering most of Gainesville with frequent stops on bus routes throughout campus. It is a free benefit with your Gator1 Card. For route information, please visit <https://go-rts.com/>. A real-time GPS locator for buses is also available at <https://ufl.transloc.com/>. To find out more information about parking and/or campus maps, visit UF's TAPS webpage below.

 <https://taps.ufl.edu/>

STUDENT INFORMATION

COURSE MANAGEMENT SYSTEM (CANVAS)

Students will have access to their current Canvas courses when the course instructor makes the course available at the beginning of the semester. During the semester, students may access any files

available to them and download for their use in meeting the course objectives and for future reference. Two weeks following the end of the semester, these Canvas courses may become unavailable to students.

TECHNOLOGY REQUIREMENTS

Technology is an essential and integral aspect of an online course. The student must have a laptop computer and stable connection to the internet on a regular basis. A high-speed internet connection, such as a cable modem or DSL line is preferred. The student will need access to Word, PowerPoint, and Excel software programs which are available via Office 365. As online lectures contain audio equipment, the student will additionally need the capability to access audio through speakers. A webcam and microphone are also required. The UF HelpDesk can be reached at <https://it.ufl.edu/helpdesk/>.

AU.D. STUDENT WORKSPACE

SLHS LABS – The SLHS labs are located primarily in the Dental Tower, 1st floor. Students have training equipment in room 139, as well as can access a booth in room 114 when not used for research or instructional purposes. The department owns a significant amount of equipment, both clinical and research, that is available to students for educational purposes. If a student inadvertently damages a piece of equipment, he/she should immediately report the damage to a faculty member in the SLHS department.

Should any materials or equipment be needed outside the SLHS lab area, prior approval must be obtained and documented. Materials and equipment must be returned by the specified date. Students will be responsible for the replacement cost and processing fees associated with items not returned.

S Spaces – Au.D. students may also have access to conference rooms located in HPNP, room 2131. However, please reserve the room in advance with Eileen Phillips if possible. Various student areas throughout HPNP are available to students and may be used without reservation.

STUDENT ORGANIZATION

STUDENT ACADEMY OF AUDIOLOGY (SAA) is an independently operated chapter for graduate students as recognized by the American Academy of Audiology.

NATIONAL SPEECH, LANGUAGE, & HEARING ASSOCIATION (ASHA) is an independently operated chapter for graduate students. Though primarily joined by students in the MS-SLP program, students are permitted to join the local chapter if desired.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's education records. The rights of the FERPA heretofore assigned to parents are now transferred to their college students. These rights are:

- 1) Eligible students have the right to inspect and review all of the student's educational records maintained by the school. The student must contact the dean of academic services and registrar's office to make an appointment to view their academic record.
- 2) Eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the

eligible student has the right to place a statement in the records commenting on the contested information in the records.

- 3) Generally, University of Florida must have written permission from the eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties: school employees who have a need to know, other schools to which a student is transferring, parents when a student over 18 is still a dependent, certain government officials in order to carry out lawful functions, appropriate parties in connection with financial aid to a student, organizations doing certain studies for the school, accrediting organizations, individuals who have obtained court orders or subpoenas, persons who need to know in cases of health and safety emergencies, state and local authorities to whom disclosure is required by state laws adopted before November 19, 1974.
- 4) Schools may also disclose, without consent, "directory type" information, such as a student's name, address, e-mail address, and telephone number. University of Florida has designated the following as directory information: student name, address, telephone number, date and place of birth, enrollment status, major field of study, participation in officially recognized activities and sports, weight, and height of members of athletic teams, dates of attendance, honors, degrees and awards received, most recent previous school attended, and photograph. An eligible student who does not wish for this information to be released without prior written consent must notify in writing the Office of the Dean of Academic Services and Registrar by the last day to Drop/Add without financial penalty in a semester or term. Students must comply with facility contract requirements prior to any clinical experience.

ILLNESS RELATED TO CLASS ATTENDANCE & CLINICAL PRACTICE

Please do not come to class or a clinical site if you are ill. You must be fever free for at least 24 hours. A doctor's excuse is required for an absence to be excused. Please let a faculty member know if you have a medical condition that may affect your attendance in class. All information shared with faculty will be confidential.

Any illness, injury, or condition that results in limited or altered ability to perform regular clinic activities should be reported to the CC. DO NOT go to the clinical site when ill. This includes an elevated temperature above 100.5 or vomiting/diarrhea. Students should not return to the clinical site until they are 24 hours without fever and without the use of fever reducing medications. In the event of illness, please follow the protocol for unscheduled absences.

RECEIPT OF Au.D. STUDENT HANDBOOK (APPENDIX A)

ACADEMIC AND CLINICAL MANUAL SIGN-OFF

DISCLAIMER

Every effort has been made to include updated and pertinent information. However, changes may occur, and it is the student's responsibility to contact their faculty advisor and/or the DCE if they have any questions regarding the content of this handbook.

I, _____, (please print name), have thoroughly read the Au.D. Academic and Clinical Handbook and agree to abide by the requirements, guidelines, and procedures described within this document.

Student's Signature

Date

