



# AUDIOLOGY HANDBOOK

LSU Health Sciences Center

Updated Spring 2018

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## DEPARTMENTAL OVERVIEW

### Doctor of Audiology

#### **Vision Statement**

The Department of Communication Disorders at LSU Health- New Orleans will provide educational excellence, innovative programming, clinical training, and research experiences for doctoral students in audiology. The program will nurture future leaders who will advocate for individuals with communication disorders across the life span.

#### **Mission Statement**

The mission of the Department of Communication Disorders is to train master level speech-language pathologists and doctoral level audiologists using scientifically based curricula via a variety of instructional delivery models. Our students will be sensitive to persons from diverse populations, all age ranges, and trends and issues that affect the profession. They will be trained to incorporate best practices and use evidence based practice.

#### **Strategic Plan**

The Department of Communication Disorders strategic plan can be found at URL:

<http://alliedhealth.lsuhsu.edu/cd/docs/StrategicPlan.pdf?version1.2017>

## DEPARTMENT FACULTY AND STAFF

**Dr. Annette Hurley,  
Interim Dept. Head**

<b>Audiology Program Director</b>	<b>9B15</b>	<b>568-4337</b>
Dr. Meher Banajee (SLP Program Director)	9C1	568-4344
Ms. Molly Brouillette (SLP Clinic Director)	9A1	568-4335
Ms. Tammy Crabtree	9A16	568-4340
Dr. Megan Guidry	9A14	568-4336
Dr. Jerald James (Aud Clinic Director)	9A20	568-4343
Ms. Aloma Lykes	9C4	568-4341
Ms. Susan Pancamo	9A6	568-4333
Dr. Scott Rubin	9C2	568-4350
Ms. Diane Wilensky	9A5	568-4417
Ms. Michelle Willis	9A4	568-4347
Dr. Rachel Wood	9B	568-4342
Dr. Ming Zhang	9C3	568-4440
Front Office		
Reneak Blackman		
Shira Hussain	9A8	568-4348/ 4338

## ACCREDITATION

### Regional Accreditation

Louisiana State University Health Sciences Center at New Orleans is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Contact SACSCOC at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Louisiana State University Health Sciences Center at New Orleans. This accreditation is valid through 2025.

### CAA

Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association

"The master's program in speech-language pathology (M.C.D.) and the doctoral program in audiology (AuD) at LSU Health Sciences Center are 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, Maryland 20850, 800-498-2071 or 301-296-5700." **The accreditation period is from April 2010 through March 2018.**

## ACADEMIC STADARDS

The academic standards for the university are linked below:

<http://alliedhealth.lsuhscc.edu/Admin/academicstandards.aspx>

### Graduate Professional Scholastic Requirements

Students dismissed from the School for academic reasons must reapply to the program to be considered for readmission.

1. A minimum cumulative GPA of 3.0 is required for graduation.
2. The minimum scholastic requirement for course work is a grade of C. However, no more than 6 credit hours of C grades may be counted toward a degree unless otherwise established by the department. In courses designated Pass/Fail or Satisfactory/Unsatisfactory, a grade of Pass or Satisfactory is required.

### Provisions for Academic Progression

1. If an unacceptable grade is recorded in a course designated as a prerequisite course the student must satisfactorily complete the prerequisite course before continuing the program sequence.
2. Students may not participate in clinical, fieldwork or preceptorship courses until all prerequisite course work has been completed successfully.
3. Students who earn a grade of Unsatisfactory or Fail in clinical, fieldwork, or preceptorship courses will be placed on scholastic probation.
4. Students placed on scholastic probation must repeat those courses in which an unacceptable grade was earned when next regularly offered and earn a satisfactory grade. Students will remain on scholastic probation until this requirement is met and the minimum scholastic requirement for cumulative GPA is achieved. Failure to meet this requirement will result in dismissal from the School.

5. A course, including those designated clinical, fieldwork, and preceptorship, may be repeated one time only. Students who repeat a course but earn an unacceptable grade will be dismissed from the School.
6. Students who fail to attain a minimum 3.0 cumulative and/or semester professional GPA in two consecutive semesters can be dismissed from the School.
7. Students who fall more than 10 quality points below a 3.0 cumulative GPA will be dismissed from the School.
8. Students on scholastic probation are not eligible for graduation.
9. Students must complete the program in a specified period of time.
10. Grades recorded in repeated course work do not replace the original grade. Both the original grade and repeated grade will appear on the academic transcript and both grades will be used in the computation of the academic grade point average.
11. Students dismissed from the School for academic reasons must reapply to the program to be considered for readmission.

# TECHNICAL STANDARDS & PROFESSIONALISM POLICY

Department of Communication Disorders  
LSU Health Sciences Center, New Orleans

The School of Allied Health Professions and Department of Communication Disorders does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability. When requested, the department will provide reasonable accommodation to otherwise qualified students with properly certified disabilities. The faculty and professional staff have responsibility for the welfare of students in the section and for the clients the students treat during their graduate program. To meet this responsibility, the section has established Technical Standards that must be demonstrated by students with or without reasonable accommodations in order to participate in the program and to complete it successfully. Reasonable accommodations will be made to students with disabilities on an individual and flexible basis. It is the responsibility of students, however, to review the technical standards for a given program and make their needs known. Guidelines for students with Disabilities can be found at: <http://alliedhealth.lsuohsc.edu/Admin/studentswithdisabilities.aspx>

The School of Allied Health Professions has established Technical Standards for its programs of study delineating the minimum physical, cognitive, emotional, and social requirements necessary to participate fully in all aspects of academic and clinical education expected by a specified program of study. One's ability to meet the technical standards is a prerequisite for admission and continuation in a program of study. Applicants and enrolled students must be able to meet all technical standards with or without reasonable accommodations.

**Physical Health:** The student must possess the physical health and stamina needed to carry out the program of Communication Disorders.

**Intellectual Skills:** The student must have sufficient powers of intellect to acquire, assimilate, integrate and apply information. The student must have the intellectual ability to solve problems and the ability to comprehend three-dimensional and spatial relationships.

**Motor Skills:** The student must have sufficient use of motor skills to carry out all necessary audiological procedures, both those involved in learning the fundamental sciences and those required in the clinical environment. This includes the ability: (1) to participate in relevant educational exercises and to extract information from written sources; (2) use a computer to operate laboratory equipment, and (3) access transportation to all clinical and academic placements.

**Communication:** Consistent with CAA Standard 4.2 proficiency in English, the student "must demonstrate communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others." For oral communication, students must "demonstrate speech and language skills in English, which, at a minimum are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects." For written communication, students must "be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence." (ASHA, 2005). Information must be communicated in a succinct yet comprehensive manner and in settings in which time available may be limited. These skills require the ability to assess and effectively communicate all relevant information including the significance of nonverbal responses. Also required is the ability to immediately assess incoming information to allow for appropriate, well-focused follow-up inquiry. The student must be capable of responsive, empathic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences. He or she must express his or her ideas clearly and demonstrate a willingness and ability to give and receive feedback.

**Sensory Abilities:** The student must have sufficient use of the sense of vision, hearing, touch and smell to observe effectively in the classroom, laboratory and clinical setting. Students must possess the ability to observe both close at hand and at a distance.

**Behavioral Qualities:** The student must possess emotional health sufficient to carry out the tasks above, must have good judgment and must behave in a professional, reliable, mature and responsible manner. The student must be

adaptable, possessing sufficient flexibility to function in new and stressful environments. The student must be able to critically evaluate her/his own performance, be forthright about errors, accept constructive criticism, and look for ways to improve. The student must show respect for individuals of different ages, ethnic backgrounds, religions, and/or sexual orientations. The student must exhibit professional behavior by conforming to appropriate standards of dress, appearance, language and public behavior. The student must uphold the Code of Ethics of the American-Speech-Language-Hearing Association and the code of Academic Conduct of the LSU Health Science Center's School of Allied Health Professions.

Each student must continue to meet all of the TECHNICAL STANDARDS set forth above. A student may be denied permission to continue in the Communication Disorders program at the LSU Health Sciences Center should the student fail at any time to demonstrate all of the required TECHNICAL STANDARDS.

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Please Print Name

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Signature

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Date



## AUDIOLOGY PROGRAM GOALS

Goals: The LSUHSC Doctor of Audiology Program commits to:

- Recruit highly qualified applicants for enrollment to the Doctor of Audiology Program
- Maintain program completion, Praxis pass rates, and employment rates that are above accreditation thresholds
- Graduate audiologists who are able to practice in a variety of setting by providing a broad area of service to patients of all ages and are able to communicate effectively to patients, colleagues and other health care professionals
- Graduate audiologists who function as audiology ambassadors to promote audiology in the community
- Graduate audiologists who will independently evaluate and critique new information and technology in the field of audiology
- Graduate audiologists who are future leaders of the audiology profession who are knowledgeable and educated about the national policies regarding hearing healthcare.

## COURSE SEQUENCE:

The URL may be found at:

<http://alliedhealth.lsuhsu.edu/cd/docs/AuDCCourseSequence.pdf?version1.7102017>

FALL Semester	Hours	Spring	Hours	Summer	Hours
<b>Year 1</b>					
DX Audiology	3	Intro Hearing Aids	3	A&P	4
Hearing Science	3	Ped	3	Issues	1
Speech Science	3	AD DX	3	Clinic	1
Clin Aud Lab	1	Aud. Evoked Pot.	3	Aural Rehab	3
Issues	1	Clinic	1	<b>Total</b>	<b>9</b>
Clinic	1	Issues	1		
Neuro	3				
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>14</b>		
<b>Year 2</b>					
ENG	3	Cochlear Implants	3	Practice Mgt	3
Med Aud	3	Adv. AEP	3	Issues	1
Psychoacoustics	3	Ad Hearing Aids	3	Clinic	1
Issues	1	Issues	1	Geriatrics	2
Clinic Pract	1	Clin Aud	1	Tinnitus	1
Research	3	Instrumentation	2	Total	<b>8</b>
<b>Total</b>	<b>14</b>	Hearing aid modification	<b>1</b>		
		<b>Total</b>	<b>14</b>		
<b>Year 3</b>					
CAPD	3	Ad vestibular Testing	3	Clinic rotation	6
Mgt of HI	3	Hearing Conservation	3		
Issues	1	Genetics	1		
Core	1	Pharmacology	1		
Clinic Rotation	1	HA Mod/Rep	1		
Clinic	1	Research Experience	1		
Total	<b>10</b>	Issues	1		
		Core	1		
		<b>Total</b>	<b>12</b>		
<b>4th year</b>					
Clinic rotation	6	Clinic rotation	6		

## COURSES and DESCRIPTIONS

### **SPTHAUD 5131 Hearing Science. 3 credits.**

The basic principles of acoustics related to hearing will be introduced along with the anatomy and physiology of the auditory system. Topics include: generation, transmission, and measurement of sound; peripheral and central auditory system. Also includes basic electronics and instrumentation.

### **SPTHAUD 5132 Speech Science. 3 credits.**

The basic principles of acoustics related to speech will be introduced. Topics include: generation, transmission, and measurement of sound; frequency, intensity and duration, waveform composition, physiologic and psychologic aspects of acoustic phonetics.

### **SPTHAUD 5499 Issues in Communication Disorders. 1 credit.**

Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.

### **SPTHAUD 5991 Diagnostic Audiology I. 3 credits.**

Basic audiology test battery (air, bone, speech, masking and immittance) for beginning Au.D students.

### **SPTHAUD 6100 Research in Communication Disorders. 3 credits.**

Ethical and methodological considerations in speech language pathology and audiology research. Critical evaluation of research. Application of research to clinical practice.

### **SPTHAUD 6111 Clinical Laboratory I. 1 credit.**

First year (beginning) students will be paired with a third year practicing student to observe clients throughout the semester. Students will be required to test several simulated patients via computer programs.

### **SPTHAUD 6130 Neuroscience. 3 credits.**

The structure and function of the nervous system are presented and analyzed, with an emphasis on hearing, speech, and language central organizations. Emphasis is on normal structure and function so the clinician can better understand abnormalities.

### **SPTHAUD 6201 Anatomy and Physiology of Speech and Hearing. 4 Credits.**

Detailed anatomy and physiology of the systems involved in speech and hearing, including cadaver dissection. The nervous system, respiration, phonatory-articulatory systems, and auditory system are included. Laboratory required.

### **SPTHAUD 6203 Advanced Diagnosis in Audiology. 3 credits.**

This course focuses on the development, administration, and interpretation of advanced procedures in audiology. Included are immittance audiometry, otoacoustic emissions, speech audiometry, central auditory function, and tests for pseudohypacusis. Integration of the total audiological test battery to assess the site of lesion of aural pathologies will be examined. Clinical laboratory is required.

### **SPTHAUD 6205 Auditory Evoked Potentials. 3 credits.**

This course is designed to explore the normal neuroanatomy and neurophysiology of the auditory system. Included will be an overview of normal and abnormal function, assessment, and treatment techniques. Administration and interpretation of auditory brainstem response testing will be emphasized. Clinical laboratory is required.

### **SPTHAUD 6207 Introduction to Hearing Aids. 3 credits.**

This course emphasizes hearing aid hardware, signal processing, and basic clinical procedures including electroacoustical analysis and real-ear measurement.

### **SPTHAUD 6221 Advanced Hearing Aids. 3 credits.**

This course places an emphasis on selection of hearing aid parameters, verification of fit, validation of benefit, orientation to use and care, and troubleshooting. Prerequisite: SPTHAUD 6207.

### **SPTHAUD 6227 Medical Audiology. 3 credits.**

A study of the interaction among the anatomical and physiological components of the auditory system and various medical conditions as reflected in the sound transmission characteristics of the auditory system.

### **SPTHAUD 6231 Auditory Processing Disorders. 3 credits.**

This course reviews the anatomy and physiology of the central auditory pathway. The development, administration and interpretation of tests of central auditory function are presented as well as current remediation strategies. Clinical laboratory is required.

### **SPTHAUD 6235 Psychoacoustics and Speech Perception. 3 credits.**

The determination of psychological correlates of the physical parameters of acoustics will be studied. The general problem of inferring sensation or perception from behavioral data utilizing psychophysical methods and decision theory will be examined.

**SPTHAUD 6237 Advanced Electrophysiological Techniques. 3 credits.**

This course investigates origins and applications of evoked potentials looking at early, middle, and late responses including ECoG, ABR, MLR, LAER, and endogenous (e.g., MMN and P300) potentials. Case studies and detailed analyses of wave forms are emphasized.

**SPTHAUD 6247 Hearing Conservation. 3 credits.**

The student learns how to implement a comprehensive noise program following the OSHA guidelines. Topics include noise measurement, noise-hazards, noise-abatement, and noise-safety programs. Hearing conservation is discussed.

**SPTHAUD 6273 Pediatric Audiology. 3 credits.**

A developmental approach to the evaluation of hearing of the neonate, infant and young child will be studied. The principles and procedures for screening, testing, and monitoring the pediatric client will be presented. Laboratory.

**SPTHAUD 6581 Cochlear Implants and Other Specialized Hearing Devices. 3 credits.**

Treatment of profoundly hearing impaired adults and children is discussed. Function, assessment, and performance of cochlear implants is investigated from inception to current practice. Assessment and treatment techniques incorporating implantable hearing aids, tactile aids, and assistive listening devices are presented.

**SPTHAUD 6701 Clinical Practicum Audiology. 1 credit.**

Supervised clinical experiences for audiology students. For those students assigned to onsite clinic at the LSUHSC Department of Communication Disorders Clinic, the clinic assignment will include on time call with hearing aid dispensary, and duties as described in the Clinic Handbook.

**SPTHAUD 7131 Principles of Managing the Pediatric Hearing Impaired. 3 Credits.**

This course focuses on the habilitation/rehabilitation of children, age 0 to 18, with hearing impairments. Psychological, social, and educational aspects of hearing impairment in children are addressed. Parental and family counseling are discussed. Educational options, assistive technology, and speech perception testing are included.

**SPTHAUD 7211 Basic Vestibular Assessment 3 credits.**

This course will focus on the functional anatomy and physiology of the vestibular system, with emphasis on administration and interpretation of standard clinical tests of ENG. Extensive laboratory work will be required. This course is the prerequisite for the advanced vestibular testing and rehabilitation course.

**SPTHAUD 7215 Adult Aural Rehabilitation. 3 credits.**

This course focuses on adult (18 years and older) aural rehabilitation. Psychological and social aspects of hearing impairment are discussed. Assistive listening devices are addressed. Counseling the adult patient, structured aural rehab sessions, and the latest methods for adult hearing aids fittings are presented.

**SPTHAUD 7225 Genetics. 1 credit.**

The science of genetics as it applies to audiology and hearing.

**SPTHAUD 7231 Clinical Rotation. 1 credit.**

This is a 4 to 6 week offsite clinical audiology placement. It may be repeated for credit.

**SPTHAUD 7233 Research Laboratory Experience. 1 credit.**

Since solving clinical problems involves procedures very similar to those used by the laboratory researcher, Au.D practitioners must have some knowledge of research methods. Students will team up with a research scientist and assist or participate in research activities over the course of a full semester.

**SPTHAUD 7235 Instrumentation. 2 credits.**

Participants will develop an understanding of issues involved in measuring sound including calibration of equipment, trouble shooting, use of terms and technical aspects of equipment. Lab required.

**SPTHAUD 7239 Geriatric Audiology. 2 credits.**

This course is an overview on the anatomical and physiological effects of aging on the peripheral and central auditory system. Subjective and objective measurements will be discussed as well as rehabilitation methods.

**SPTHAUD 7311 Hearing Aid Modification and Repair. 1 credit.**

Lecture and lab work on hearing aid repair and earmold modification.

**SPTHAUD 7319 Practice Management in Audiology. 3 credits.**

This course considers the non-clinical aspects of professional practice. Topics presented include ethics, employment, billing, information management, suppliers and manufacturers, private practice, laws and regulations.

**SPTHAUD 7323 Advanced Vestibular Testing and Rehabilitation. 3 credits.**

While ENG testing remains the primary tool for evaluating vestibular dysfunction, in recent years new computer assisted procedures have been developed that assess the patient's posture and balance functions. This course will focus on these new procedures which, in combination with ENG, provides a more complete picture of both peripheral and central vestibular problems.

**SPTHAUD 7329 Pharmacology 1credit.**

Basic pharmacology course for audiologists and other health professionals. This course focuses on the actions of drugs that will affect hearing.

**SPTHAUD 7331 Tinnitus. 1 credit.**

Generation, assessment, and management of tinnitus will be discussed. Associated pathologies, quality of life scales, rehabilitative devices, and specific rehabilitation procedures are included.

**SPTHAUD 7501 Externship I. 6 credits.**

This course is part of a 9 to 12 month externship designed to provide the student with at least 35 hours per week of audiology experience. May be repeated until clinical training is completed.

**SPTHAUD 7502 Externship II. 6 credits.**

This course is part of a 9 to 12 month externship designed to provide the student with at least 35 hours per week of audiology experience. May be repeated until clinical training is completed. Prerequisite: satisfactory completion of Externship I.

**SPTHAUD 7503 Externship III. 6 credits.**

This course is part of a 9 to 12 month externship designed to provide the student with at least 35 hours per week of audiology experience. May be repeated until clinical training is completed. Prerequisite: satisfactory completion of Externship II.

## GENERAL POLICIES

### LSUHSC-NO SCHOOL OF ALLIED HEALTH PROFESSIONS POLICY

#### **Nondiscrimination**

The policies of the Health Sciences Center are stated in the *LSUHSC-NO Catalog/Bulletin*:  
<http://catalog.lsuohsc.edu/>

#### **Student Conduct**

The LSUHSC School of Allied Health Professions has specific Student Conduct policies. The policies of the SAHP are presented in the LSU Health Sciences-New Orleans Center Catalog and the SAHP POLICY AND PROCEDURES RELATED TO STUDENT CONDUCT. Students are expected to be familiar with all of this information and should pay particular attention to attendance, grading, dismissals, and scholastic requirements.

<http://alliedhealth.lsuohsc.edu/Admin/docs/StudentHandbook051915.pdf>

#### **Student Advising**

Students must take all required coursework offered by the Department. Coursework offered by another institution may not be taken as a substitute for LSUHSC courses. The Doctor of Audiology curriculum is lock-step. No course electives are offered at this time. Faculty advisors will be assigned at the new student orientation. The student shall routinely meet with his/her advisor and may also contact the advisor at any other time as necessary.

The assignment of a faculty advisor is generally permanent; however, a change can be initiated either by the student or the advisor. Students may meet with their advisor about any issues related to the audiology curriculum or clinic.

#### **Safety**

LSUHSC-NO provides for the safety of faculty, staff, students, and patients through policies, procedures, and education.

#### **Progression through Coursework**

##### **Statement of Satisfactory Academic Progress**

A student who is allowed to continue enrollment in the Communication Disorders Program is considered making satisfactory academic progress. A student not satisfactorily completing all course requirements will be reviewed by the faculty and a decision will be made regarding remedial actions.

If a student's performance is considered to be marginal or below minimal course standards for any course, the student's faculty advisor and/or a member of the core faculty may arrange for a personal conference with the student involved to discuss deficiencies observed and to begin the remediation process.

## DELIVERY OF THE PROGRAM

The audiology faculty are hopeful students (adult learners) are active participants and self-motivated in their learning. The faculty use several different types of delivery throughout the curriculum in order to stimulate critical thinking skills.

**Lecture style courses:** These are important for core concepts: A& P of Speech and Hearing Mechanism, Neuroscience, Psychoacoustics, Speech and Hearing Science

**Clinical/Lab Courses:** These courses incorporate lecture, hands-on, and case-based approaches. Students attend lectures, participate in lab assignments, and integrate information in order to interpret case studies.

**Case Based Learning & Project Based Learning (PBL):** is another approach used in the Audiology curriculum in numerous courses. Students present 'interesting' audiological cases during SPTHAUD 5499 each semester. For example in SPTHAUD 7131 (Pediatric Management of the Hearing Impaired Child), students must create treatment plans for an infant with a progressive sensorineural hearing loss. The students follow this case throughout age 21 and addresses educational and psychosocial issues as they would arise.

### **Formative and Summative Assessment: Academic and Clinical**

There is a continuous evaluation and monitoring of a student's academic and clinical progress in both academic and clinical coursework. Formative assessment is an ongoing measurement to monitor the acquisition of knowledge and skills. Examples of academic formative assessment include exams, case reports, and student projects. Summative assessment occurs at the end of Summative assessment occurs at the culmination of a course or program. Summative assessments include comprehensive case reports written during a course. Additionally, students will take a 150 question multiple choice test during the spring semester of the 3<sup>rd</sup> year. The make-up of this exam is intended to mirror the Praxis exam and has content in Foundations, Prevention and Identification, Assessment, Intervention and Professional Issues. Students must pass clinical proficiencies throughout their time at LSUHSC. These include Speech-Language screening, hearing screening, clinic (air, bone, speech, and immittance testing), ABR, and VNG. Summative clinical assessments are completed each semester by their clinical supervisors.

## REMEDICATION

All of the following criteria must be met satisfactorily for a student enrolled in the Communication Disorders Program to be eligible for promotion to the next academic year or graduation:

1. Satisfactory completion of all course work and requirements specified for the academic level.
2. Fulfilling all requirements established by the faculty of each course within the academic year.

Should a student's cumulative GPA fall below a 3.0, an individual plan of action is prepared by the course instructor, the student's advisor, and program chair to promote an increase in the student's GPA, or other desired outcome.

The student then has two consecutive didactic semesters of coursework (excluding summer semesters comprised solely of clinical education coursework) to raise their cumulative GPA to at least a 3.0 and thus be considered in satisfactory academic standing. If the student fails to remediate their GPA in the allotted time, the student will likely be dismissed from the program.

#### Requirements for Remediation Process-Didactic Phase

The remediation process is designed to help faculty identify and assist students who may experience academic or professional difficulty. The process is proactive, with the goal of identifying at-risk students as early as possible. The LSUHSC Doctor of Audiology uses the following process to identify and remediate students deemed at risk.

#### Identification

The student is expected to be proactive and notify the instructor/coordinator if there are knowledge deficits. The instructor/Academic Coordinator or Faculty Advisor identifies the at-risk student through weekly faculty reports, exam grades, and advisory sessions. Mid-term deficiencies are formally provided to students who are performing below expectations. Students will meet with the course instructor and faculty advisor to discuss academic expectations and potential barriers to academic success.

#### Evaluation and Assessment

Identified students will be referred to their course instructor or Faculty Advisor for an assessment of root causes. Referrals to campus assistance programs may be recommended (Student Health, the Office of Student Affairs or other practitioners).

#### Plan Development

The faculty advisor, the student, and course instructor will design a remediation plan. Clear expectations will be documented and a contract for remediation developed. The Program Director will then review the contract with the Faculty Advisor and student, placing the contract in the student's program file. Depending on the action needed, a time line will be initiated for review of student progress.

#### Plan Implementation

The Faculty Advisor and student will receive a copy of the contract and begin remediation. The student will be informed of all available resources for remediation.

#### Plan Evaluation

Depending upon the remediation needed, an evaluation instrument may be prepared to assess the student's progress. The Faculty Advisor may collaborate to design an appropriate tool to assess progress. Evidence of compliance of mastery of remediated knowledge deficit will be placed in the student file with the contract. All students will be required to remediate exam failures (grades below 70%). The course instructor will be responsible for coordinating the remediation plan for any particular student. The student and faculty advisor will sign the remediation plan after completion.



## **STUDENT DISABILITY**

Students who require disability-related academic accommodations must comply with LSUHSC School of Allied Health Professions Policy for Students with Disabilities. See <http://alliedhealth.lsuhs.edu/AcademicAffairs/ADAPolicy.pdf>

It is the responsibility of the student to inform the faculty if the student believes that he or she has a disability which requires accommodation for each particular class. Students requesting accommodations (classroom or otherwise) are required to provide the appropriate documentation verifying their disability, in order to assist in determining the necessity and appropriate type of accommodation. Requests for accommodations should be made well in advance in order to allow time for: 1) documentation of the disability, 2) determination of appropriate accommodation, if needed, and 3) implementation of the accommodation. Examples of accommodations that are available to students include, but are not limited to, alternate application process, approval of reduced course load, classroom and examination accommodations (e.g., padded chair, extended time), and use of auxiliary learning aids. Finally, accommodation is based upon student need and specific impact of their disability.

## **ACADEMIC DISMISSAL**

If the core faculty concludes that a student should be dismissed because the student has failed to meet academic requirements satisfactorily, a recommendation for dismissal will be sent to the Dean of SAHP. Appeals must be initiated by the student within thirty days after beginning of the next academic semester.

## **STUDENT GRADE APPEALS**

Please refer to SAHP Official Policy regarding Grade Appeals found at: <http://alliedhealth.lsuhs.edu/Admin/docs/StudentHandbook051915.pdf>

## **DISCIPLINARY ACTION**

For a student who has engaged in cheating, plagiarism, unprofessional conduct, or other improper behavior, occurring within or outside the confines of the teaching program, dismissal or other specified disciplinary action may be recommended after review by the Associate Dean for Academic Affairs and/or a committee convened by the Associate Dean for Academic Affairs for that purpose.

## **ABSENCES**

As stated in the LSUHSC Catalog, “Students are expected to attend all scheduled appointments in each course. Determination of the number of absences which may be interpreted as excessive, rests with the Department, and is subject to approval by the Dean.” Excessive absence, regardless of the cause thereof, may be construed as sufficient reason for considering a student as academically deficient. Promptness and attendance are mandatory for all classes and laboratory sessions. An absence occurs when a student misses all or part of any one scheduled class or lab

session. Tardy means that the student arrives after the class or laboratory session has started. Attendance requirements are included on each course syllabi.

### **LEAVE OF ABSENCE**

A leave of absence for a short period (a number of days up to a week) may be granted to a student in good standing, subject to the discretion of the Dean, because of illness or other appropriate reason. Students taking short-term leave of absence of less than one week must make acceptable arrangements with the faculty involved for completion of course work and other assignments missed. Leave of absence of a longer duration may be granted students in good standing for reasons of a personal nature or to participate in a special program of research or other activity designed to augment the student's academic training. Specific arrangements must be made on an individual basis with the Dean and Program Director before beginning a leave of absence. The University policy governing the processing of leave of absences are applicable and are described in the general information section of the catalog.

[http://catalog.lsuhs.edu/content.php?catoid=6&navoid=1168&hl=leave&returnto=search#Leave\\_of\\_Absence](http://catalog.lsuhs.edu/content.php?catoid=6&navoid=1168&hl=leave&returnto=search#Leave_of_Absence)

### **WITHDRAWAL**

Students are permitted to withdraw from the Doctor of Audiology Program at any time. If a student who has voluntarily withdrawn wishes to be considered for readmission to the program, he/she must file an application for readmission. This application will be considered with all other applicants in the applicant pool.

### **READMISSION**

Students who have voluntarily withdrawn or who have been dismissed from the Program may elect to apply for readmission as a new student in the general applicant pool.

### **EMPLOYMENT**

Due to the exacting requirements of the Doctor of Audiology program, it is unwise for students to expect to meet all of their expenses by outside work. The School does not specifically forbid such additional duties but does discourage them. The Audiology Program reserves the right to indicate that such work be discontinued, if in opinion of the faculty, it interferes with the satisfactory completion of prescribed academic activities (see **LSUHSC Catalog/Bulletin**.

<http://www.lsuhs.edu/catalog/>

### **STUDENT ATTIRE**

Students are required to wear attire which conforms to the image of the professional audiologist. The Health Sciences Center and Communication Disorders is a patient-care setting where patients, other professionals, and the general public form an impression of us which is based on our appearance and conduct. Being neatly dressed and well-groomed is exemplary of professional behavior and is required at all times. Safety and comfort concerns for both the patient and clinician also drive the need for dress modifications in the professional setting. The trunk region should be covered at all times. This includes classroom and clinical situations.

The concept of appropriate dress in clinic is relative rather than absolute and may be addressed by your clinical supervisor(s). Flip-flops (of any kind), shorts, sun-dresses, t-shirts, revealing clothing, jeans, scrubs, and sweat pants should not be worn when involved in clinic activities or in areas where clients are present. Care should be taken that the body remains covered during normal clinic movement. No visible tattoos or exotic piercings. If you have a question relative to a specific article of clothing, it is advisable to ask your clinic supervisor and to bring a change of clothes.

Female professional dress generally includes modest dress shirts, dress pants, skirts, dresses, and dress shoes that do not impede mobility during normal clinic movement. Male professional dress generally includes slacks, polo or button down shirts, and dress shoes. White coats should be worn following your white coat ceremony. When not involved in clinical activities, professional/neat attire is required. At that time, avoid areas where client contact is likely (i.e., front office, waiting room, audiology suites, etc.).

Students are strongly encouraged to wear a LSUHSC Audiology polo shirt when participating in hearing screenings or in clinic. These are available at the LSUHSC bookstore.

## COMPUTER USAGE

Computers in the computer rooms **MUST** be used carefully and with courtesy for all students. The following are rules for using Departmental, School, or Health Sciences Center computers:

- The person to use a computer last is responsible for appropriately shutting it down before he/she leaves the Department.
- No food or drinks may be near the computers for obvious reasons.
- No one may change the programs or layout of the computer without written approval of the Program Director or Business Manager.
- No one may load or download any programs without written approval of the Program Director.
- No one should be using the computer who has not been trained in its specific use.
- Only professional uses of the Internet or other programs will be allowed.
- E-mail sending/receiving is allowed. However, if you want to keep your mail you must save it to your own device or print it out, and erase it from the hard drive.

### **Laptop Computer and Tablet Use**

You will receive a separate written policy on computer use, however, due to its importance; some of that information is reiterated here:

Computers may be used in the classroom or laboratories for school class-related activities only.

- Students found to be using their computers during class for non-class related activities will be excused from the classroom and reported to the Program Director's office, Dean's Office, and/or appropriate designee.

- Students should not communicate (e-mail, instant message, blog, etc.) with others (including professors) during class time or review other lectures or materials other than that being covered in the class in which they are participating. Students found doing so will be reprimanded.

Students failing to comply with this policy will be reported to the Dean's Office, Program Director and/or appropriate designee for disciplinary action and may be subject to dismissal from continuing their education at the SAHP. It may also be the decision of the faculty member to prohibit the student from utilizing their laptop during designated classes for a designated period of time.

### **Email Use**

While faculty, students, and staff are strongly encouraged to sign up for and use E-mail, its use must be related to Health Sciences Center business communications. The use of electronic mail should be consistent with the instructional, research, public service, and administrative goals and mission of the Health Sciences Center. Incidental and occasional personal use of electronic mail may occur when such use does not generate a direct cost to the Health Sciences Center.

## **COMPLAINTS**

### **WITHIN AND OUTSIDE DUE PROCESS**

#### **Due process for reporting complaints are as follows:**

If the complaint is from an individual:

- The individual should report the complaint to their respective faculty advisor.
- The faculty advisor may suggest options for handling the complaint or simply forward the complaint to the faculty or department head.
- If, for some reason, the individual student feels that he/she can't report to his/her faculty advisor, then the student should direct the complaint to a faculty member, Program Director, or Department Head who will then forward the complaint to the department head or faculty.
- The students may also fill out an anonymous **Compliments, Concerns and Complaints** and place it in the receptacle for these forms that may be found in the student room. These forms are intended for identification of problems and suggestions for improvement in the overall curriculum, program policy and procedures, or other departmental activities. Feedback regarding individual faculty or courses should be directed to student evaluations of teaching which are made available at the end of every course.

#### **Procedures for handling a complaint outside of the realm of due process:**

- When possible, the Program Director will discuss the complaint directly with the party involved within 14 business days. If at all possible, the matter is reconciled at this point. A letter from the Program Director acknowledging the resolution of the complaint will be filed with the complaint and a copy sent to the complainant.
- If dissatisfied with the discussion with the Program Director, or if the complaint is against the Program Director, the involved party may submit a written complaint to the Dean of the SAHP. The Program Director will meet with each party separately and may

schedule a joint appointment with the two parties in order to attempt to resolve the issue. A letter outlining the resolution by the Dean shall be filed with the complaint in the Department Head's office.

- If the party feels that additional complaint is necessary, then the last line of complaint is to the Vice-Chancellor of Academic Affairs or the Chancellor of the Health Sciences Center depending on the nature of the complaint.

With regard to problems, complaints or opportunities identified through the Quality Improvement Form, all Quality Improvement Forms will be routed to be distributed to the appropriate party for resolution. The committee will also follow-up with the resolving party within a reasonable amount of time for a progress report on any action taken.

### **COMPLAINTS TO THE COUNCIL ON ACADEMIC ACCREDITATION (CAA)**

A complaint about any accredited program or program in candidacy status may be submitted by any individual(s). A student may file a complaint with CAA relating to the Standards for Accreditation. Information concerning this process may be found at:

<http://caa.asha.org/programs/complaints/>

### **GRADING AND EVALUATION OF PERFORMANCE**

In each course in the curriculum, the student's performance is evaluated by examination as well as other means, and a grade is submitted to the SAHP's Office of Student Affairs and, from there, to the Office of the Registrar within a two week period after completion of the course. The single final grade to be assigned to a student on completion of the course work is determined by considering all important attributes of that student's performance in the course. A descriptive comment concerning student performance in the areas of knowledge, deportment, interpersonal relationships, attitude toward course work, and other factors which, in the opinion of the course faculty, are important to the student's future role as an audiologist is encouraged for clinic. Such descriptive comments become a part of the student's permanent record.

**SAHP Grade Policy may be found at:**

<http://alliedhealth.lsuhs.edu/Students/SAHPHandbook2011.pdf>

### **PROGRAM EVALUATION**

On a yearly basis, the department administers an exit survey to graduating students. The purpose of this survey is to obtain student feedback regarding the audiology program for continuous improvement of the program. Information is also obtained about various other entities that students interact with such as Student Health, Financial Affairs, etc. The program is also evaluated through alumni and employer surveys to assess the perceptions and evaluations of major aspects of the program. The program also examines student outcome measures. This information is an essential part of the reporting requirements placed on the university, school and program in order to maintain accreditation standards.

## COURSE AND FACULTY EVALUATION

Each semester, students have an opportunity to provide feedback on each course in which they are enrolled and the instructors that participated in the course. Invitation and reminder messages are sent to students during the evaluation period, typically the 3 weeks preceding the date when course grades are submitted to the Registrar's Office.

## OFFICE of STUDENT AFFAIRS

The primary goal of the Office of Student Affairs is to maintain academic student records beginning with the admissions process and concluding with the graduation process. For more information about the Office of Student Affairs, please see <http://alliedhealth.lsuhs.edu/Admin/studentaffairs.aspx>

## OFFICE of ACADEMIC AFFAIRS

The Office of Academic Affairs is responsible for a variety of areas including student academic accommodation, student emergency loans, student justice, student grade appeals and student conduct. For more information about the Office of Academic Affairs, please see <http://alliedhealth.lsuhs.edu/Admin/academicaffairs.aspx>

## COMPLIANCE TRAINING

As part of enrollment in the program, students are required to complete the compliance training modules in accordance with institution guidelines and federal/state laws and regulations. Compliance with such requirements is vital to the organization's operation and to avoid administrative sanctions ranging from stringent oversight to the suspension of Federal program funding and criminal/civil prosecution. Students are required to access the LSUHSC online compliance training website, <https://intranet.lsuhs.edu/ctms/kds/ComplianceTrainingOnline>, and complete all modules in a timely manner. Failure to complete the compliance training modules can result in disciplinary action up to and including termination of enrollment.

## STUDENT HEALTH

As part of enrollment in the program, students are required to meet the following health requirements:

- Health history
- Physical exam
- Varicella titer positive (i.e., immune) OR 2 varivax immunizations
- MMR vaccines must be after 1957 (two in series) OR proof of immunity
- Tetanus/diphtheria test within past 10 years
  - TB skin test each year o Chest x ray is required only if the TB skin test is positive. INH therapy is strongly encouraged for latent TB for 9 months. Treatment of active TB is required.
- Hepatitis B vaccination at 0, 30, and 180 days OR proof of immunity
- Meningococcal Vaccine or Waiver
- Varicella Titer two childhood immunizations

Students are expected to update their health records in accordance with institution guidelines. If a student receives notification of a health block, the student is expected to address the block within 14 business days. Failure to comply with all health requirements can result in disciplinary action up to and including termination of enrollment.

LSUHSC-NO provides students with excellent Student Health services. All information regarding Student Health issues can be found at:

<http://catalog.lsuhs.edu/>

or

<http://www.lsuhs.edu/orgs/studenthealth/>

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The entire document can be accessed at:

[http://catalog.lsuhs.edu/content.php?catoid=6&navoid=1161&hl=Ferpa&returnto=search#Family\\_Education\\_Rights\\_and\\_Privacy\\_Act](http://catalog.lsuhs.edu/content.php?catoid=6&navoid=1161&hl=Ferpa&returnto=search#Family_Education_Rights_and_Privacy_Act)

## LICENSURE and CERTIFICATION

Upon completing the Doctor of Audiology, it is recommended that students apply for one or more professional certification and licensure options. The choice of which option(s) to pursue depends on the interests of each student. It is the student's responsibility to become informed and proactive about planning for desired certification and licensure options.

## PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS

**AAA: American Academy of Audiology**

**SAA: Student Academy of Audiology**

11480 Commerce Park Drive

Suite 220

Reston, VA 20191

[www.audiology.org](http://www.audiology.org) Telephone: 800-AAA-2336

**ASHA: American Speech-Language Hearing Association.**

**NSSLHA: National Student Speech-Language Association**

10801 Rockville Pike

Rockville, Maryland 20852

Website: [www.asha.org](http://www.asha.org) Action Line: (800) 638-6868

**LSHA: Louisiana Speech and Hearing Association**

8550 United Plaza Blvd.

Suite 1001

Baton Rouge, Louisiana 70809

<http://www.lsha.org>

(504) 922-4600

**LBESPA: Louisiana Board of Examiners for Speech Pathology and Audiology**

LBESPA is Louisiana State Licensing Board for both Speech Pathologists and Audiologists.

LBESPA  
Towne Park Centre,  
37283 Swamp Road, Suite 3B, Prairieville, LA 70769.  
Phone (225) 313-6358  
Fax (225) 313-6991.

**LAA: Louisiana Academy of Audiology**  
<http://louisianaaudiology.org/index.php>

## CODE OF ETHICS

### AMERICAN ACADEMY OF AUDIOLOGY:

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

#### Preamble

The Code of Ethics of the American Academy of Audiology specifies professional standards that allow for the proper discharge of audiologists' responsibilities to those served, and that protect the integrity of the profession. The Code of Ethics consists of two parts. The first part, the Statement of Principles and Rules, presents precepts that members (all categories of members, including Student Members) of the Academy agree to uphold. The second part, the Procedures, provides the process that enables enforcement of the Principles and Rules.

#### PART I. Statement of Principles and Rules

**PRINCIPLE 1:** Members shall provide professional services and conduct research with honesty and compassion, and shall respect the dignity, worth, and rights of those served.

**Rule 1a:** Individuals shall not limit the delivery of professional services on any basis that is unjustifiable or irrelevant to the need for the potential benefit from such services.

**Rule 1b:** Individuals shall not provide services except in a professional relationship, and shall not discriminate in the provision of services to individuals on the basis of sex, race, religion, national origin, sexual orientation, or general health.

**PRINCIPLE 2:** Members shall maintain high standards of professional competence in rendering services.

**Rule 2a:** Members shall provide only those professional services for which they are qualified by education and experience.

**Rule 2b:** Individuals shall use available resources, including referrals to other specialists, and shall not give or accept benefits or items of value for receiving or making referrals.

**Rule 2c:** Individuals shall exercise all reasonable precautions to avoid injury to persons in the delivery of professional services or execution of research.

**Rule 2d:** Individuals shall provide appropriate supervision and assume full responsibility for services delegated to supportive personnel. Individuals shall not delegate any service requiring professional competence to unqualified persons.

**Rule 2e:** Individuals shall not knowingly permit personnel under their direct or indirect supervision to engage in any practice that is a violation of the Code of Ethics.

**Rule 2f:** Individuals shall maintain professional competence, including participation in continuing education.

**PRINCIPLE 3:** Members shall maintain the confidentiality of the information and records of those receiving services or involved in research.

**Rule 3a:** Individuals shall not reveal to unauthorized persons any professional or personal information obtained from the person served professionally, unless required by law.

**PRINCIPLE 4:** Members shall provide only services and products that are in the best interest of those served.

**Rule 4a:** Individuals shall not exploit persons in the delivery of professional services.

**Rule 4b:** Individuals shall not charge for services not rendered.

**Rule 4c:** Individuals shall not participate in activities that constitute a conflict of professional interest.



**Rule 4d:** Individuals using investigational procedures with human participants or prospectively collecting research data from human participants shall obtain full informed consent from the participants or legal representatives. Members conducting research with human participants or animals shall follow accepted standards, such as those promulgated in the current Responsible Conduct of Research (current edition, 2009) by the U.S. Office of Research Integrity.

**PRINCIPLE 5:** Members shall provide accurate information about the nature and management of communicative disorders and about the services and products offered.

**Rule 5a:** Individuals shall provide persons served with the information a reasonable person would want to know about the nature and possible effects of services rendered, or products provided or research being conducted.

**Rule 5b:** Individuals may make a statement of prognosis, but shall not guarantee results, mislead, or misinform persons served or studied.

**Rule 5c:** Individuals shall conduct and report product-related research only according to accepted standards of research practice.

**Rule 5d:** Individuals shall not carry out teaching or research activities in a manner that constitutes an invasion of privacy, or that fails to inform persons fully about the nature and possible effects of these activities, affording all persons informed free choice of participation.

**Rule 5e:** Individuals shall maintain accurate documentation of services rendered according to accepted medical, legal, and professional standards and requirements.

**PRINCIPLE 6:** Members shall comply with the ethical standards of the Academy with regard to public statements or publication.

**Rule 6a:** Individuals shall not misrepresent their educational degrees, training, credentials, or competence. Only degrees earned from regionally accredited institutions in which training was obtained in audiology, or a directly related discipline, may be used in public statements concerning professional services.

**Rule 6b:** Individuals' public statements about professional services, products, or research results shall not contain representations or claims that are false, misleading, or deceptive.

**PRINCIPLE 7:** Members shall honor their responsibilities to the public and to professional colleagues.

**Rule 7a:** Individuals shall not use professional or commercial affiliations in any way that would limit services to or mislead patients or colleagues.

**Rule 7b:** Individuals shall inform colleagues and the public in an objective manner consistent with professional standards about products and services they have developed or research they have conducted.

**PRINCIPLE 8:** Members shall uphold the dignity of the profession and freely accept the Academy's self-imposed standards.

**Rule 8a:** Individuals shall not violate these Principles and Rules, nor attempt to circumvent them.

**Rule 8b:** Individuals shall not engage in dishonesty or illegal conduct that adversely reflects on the profession.

**Rule 8c:** Individuals shall inform the Ethical Practices Committee when there are reasons to believe that a member of the Academy may have violated the Code of Ethics.

**Rule 8d:** Individuals shall fully cooperate with reviews being conducted by the Ethical Practices Committee in any matter related to the Code of Ethics.

**American Speech-Language-Hearing Association.** (2016). *Code of ethics* [Ethics]. Available from [www.asha.org/policy/](http://www.asha.org/policy/).

#### Principle of Ethics I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

#### Rules of Ethics

- A. Individuals shall provide all clinical services and scientific activities competently.
- B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- G. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.
- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.
- J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
- K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.

- N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.
- O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
- R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
- T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

#### Principle of Ethics II

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

#### Rules of Ethics

- A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
- B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.
- D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
- F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.

- G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.
- H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

#### Principle of Ethics III

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

#### Rules of Ethics

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.
- B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.
- C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.
- D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.
- E. Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.
- F. Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.
- G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

#### Principle of Ethics IV

Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

#### Rules of Ethics

- A. Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.
- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.
- C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.

- G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
- I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- K. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
- L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.
- M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
- N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.
- O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.
- Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
- S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.
- T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

## STUDENT ORGANIZATIONS

Student Academy of Audiology

National Student Speech Language Hearing Association

## EMERGENCY PREPAREDNESS PLAN –

In the event of an emergency situation, LSU Health Sciences Center-New Orleans administration has the capability to transmit pertinent information through the mediums of websites, phone trees, e-mail and text messaging to the entire spectrum of students, faculty and staff. The entire LSUHSC-NO policy regarding emergencies should be reviewed. The policy can be found at:

<http://911.lsuhscc.edu/eas/>

Text Message Alerting

In the event of an emergency, LSUHSC can alert students via text messaging. Go to <http://www.lsuhscc.edu/alerts/> for further information as well as instructions as to how to sign up for this service.

## RECEIPT OF HANDBOOK

I have read the *Audiology Handbook* of the LSUHSC-NO and the *School of Allied Health POLICY AND PROCEDURES RELATED TO STUDENT CONDUCT*, Louisiana State University Health Sciences Center and the Departmental Technical Standards. I understand and agree to abide by the regulations as stated.

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Printed Name

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Date

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Signature

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Date