



AUDIOLOGY HANDBOOK

LSU Health Sciences Center

Updated Fall 2023

TABLE OF CONTENTS

DEPARTMENTAL OVERVIEW	3
Vision Statement.....	3
Mission Statement.....	3
Strategic Plan	3
DEPARTMENT FACULTY AND STAFF.....	4
ACCREDITATION	4
ACADEMIC STADARDS	5
TECHNICAL STADARDS.....	6
AUDIOLOGY PROGRAM GOALS.....	8
COURSE SEQUENCE:.....	9
COURSES and DESCRIPTIONS.....	11
GENERAL POLICIES	13
Nondiscrimination.....	13
Student Conduct.....	13
Student Advising.....	13
Student Health and Student Counseling	14
Safety	14
Progression through Coursework.....	14
DELIVERY OF THE PROGRAM.....	14
PROMOTION and REMEDIATION	16
STUDENT DISABILITY.....	17
ACADEMIC DISMISSAL	17
STUDENT GRADE APPEALS	17
DISCIPLINARY ACTION.....	17
ABSENCES	18
PERSONAL DAY	18
LEAVE OF ABSENCE	18
WITHDRAWAL.....	18
READMISSION	19

EMPLOYMENT	19
COMPUTER USAGE	20
COMPLAINTS	21
GRADING AND EVALUATION OF PERFORMANCE	22
PROGRAM EVALUATION.....	22
COURSE AND FACULTY EVALUATION.....	23
OFFICE of STUDENT AFFAIRS	23
OFFICE of ACADEMIC AFFAIRS.....	23
COMPLIANCE TRAINING	23
STUDENT HEALTH	23
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)	24
LICENSURE and CERTIFICATION.....	24
PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS	24
CODE OF ETHICS.....	24
AMERICAN ACADEMY OF AUDIOLOGY: Revised 2023	24
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION	27
STUDENT ORGANIZATIONS.....	32
EMERGENCY PREPAREDNESS PLAN –	33
RECEIPT OF HANDBOOK	36

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.lsuhscl.edu/cd/docs/StrategicPlan.pdf?version1.2017>

DEPARTMENT FACULTY AND STAFF

Faculty	Office	Phone
Annette Hurley, PhD Dept. Head/Audiology & SLP Program Director	9B15	568-4337
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Staff		
Soranny Martinez	9A8	568-4338
Maria Rusnak	9A8	568-4346

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.

Council on Academic Accreditation

The Master's degree in Communication Disorders (M.C.D.) education program in speech-language pathology (residential) and the Doctor of Audiology (AuD) education program in Audiology (residential at LSU Health Sciences Center) is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association, 2200 Research Boulevard, #3010, Rockville, MD 20850, 800-498-2071 or 301-296-5700. The accreditation period is from April 2018 through March 2026.

ACADEMIC STANDARDS

The academic standards for the university are linked below:

<http://alliedhealth.lsuhs.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. Students who receive a grade of “C” in more than 6 credit hours may be dismissed from the program. 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 STADARDS

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.lsuhscc.edu/Admin/studentwithdisabilities.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 accommodation.

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 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:

The student must be able to demonstrate adequate communication skills while interacting with patients, family members, and other clinicians. This includes expressive and receptive modes of verbal, nonverbal, and written communication. The student must have the ability to accurately assess receptive communication in order to make appropriate and timely responses. The student must be able to expressively communicate attentively, effectively, and sensitively to others. 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.

Consistent with CAA 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).

Sensory Abilities: The student must be able to safely, reliably and efficiently perform speech-language pathology assessments and treatments and participate effectively in the classroom, laboratory and clinical setting. Students must possess the ability to observe both close at hand and at a distance. Sensation must be satisfactory to receive and interpret verbal and nonverbal communications from patients and others.

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.

Please Print Name

Signature

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 settings by providing a broad area of service to patients of all ages and are able to communicate effectively with 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:

Total Credits 117 /Academic: 84/Clinic Process 8

Fall Year 1, 15 credits:13 Academic/1 Clinic /1 clinic process.

SPTHAUD 5991 Diagnostic audiology I – 3 cr.
SPTHAUD 5131 Hearing and Speech Science- 3 cr.
SPTHAUD 6130 Neuroscience – 3 cr.
SPTHAUD 6100 Research in COMD – 3 cr.
SPTHAUD 6111 Clinical Audiology Lab I- 1 cr.
SPTHAUD 5499 Issues in COMD –1 cr.
SPTHAUD 6701 Clinical Practicum in Audiology – 1 cr.

Spring Year 1, 14 credits: 12 Academic/1 clinic /1 clinic process.

SPTHAUD 6207 Introduction to Hearing Aids- 3 cr.
SPTHAUD 6273 Pediatric Audiology- 3 cr.
SPTHAUD 6205 Auditory Evoked Potentials – 3 cr.
SPTHAUD 6203 Advanced Diagnosis in Audiology – 3 cr.
SPTHAUD 5499 Issues in COMD –1 cr.
SPTHAUD 6701 Clinical Practicum in Audiology. – 1 cr.

Summer Year 1, 7 credits:6 Academic/1 clinic/1 clinic process

SPTHAUD 5499 Issues in COMD –1 cr.
SPTHAUD 6705 Clinical Practicum in Audiology – 1 cr.
SPTHAUD 6201 Anatomy and physiology of Speech & Hearing – 4 cr
SPTHAUD 7239 Geriatric Audiology- 2 cr. (taught biannually)

Fall Year 2, 13 credits: 9 Academic/ 2 Clinic /2 clinic proc.

SPTHAUD 7211 Basic Vestibular Testing– 3 cr.
SPTHAUD 6227 Medical Audiology- 3 cr.
SPTHAUD 6221 Advanced Hearing Aids- 3 cr.
SPTHAUD 5499 Issues in COMD –1 cr.
SPTHAUD 6801 Clinical Practicum in Audiology – 2 cr.
SPTHAUD 7311 Hearing Aid Modification and Repair 1 cr.

Spring Year 2, 15 credits: 12 Academic/2 Clinic /1 clinic proc.

SPTHAUD 6581 CI& other specialized hearing devices - 3 cr.
SPTHAUD 6235 Psychoacoustics & Speech Perception – 3 cr.
SPTHAUD 6339 Medical Audiology II- 3 cr.
SPTHAUD 6237 Adv. Electrophysiological Tech. – 3 cr.
SPTHAUD 6803 Clinical Practicum in Audiology – 2 cr.
SPTHAUD 5499 Issues in Communication Disorders – 1 cr.

Summer Year 2, 10 credits: 7 Academic; 2 Clinic/1 clinic process

SPTHAUD 6805 Clinical Practicum in Audiology – 2 cr.
SPTHAUD 5499 Issues in Communication Disorders – 1 cr.
SPTHAUD 7319 Practice Management in Audiology – 3 cr.
SPTHAUD 7215 Adult Aural Rehabilitation – 3 cr. (taught biannually)
SPTHAUD 7331 Tinnitus- 1 cr. (taught biannually)

Fall Year 3, 15 credits: 9 Academic/5 Clinic /1 clinic proc.

SPTHAUD 6231 Auditory Processing Disorders- 3 cr.
SPTHAUD 6901 Clinical Practicum in Audiology- 4 cr.
SPTHAUD 5499 Issues in Communication Disorders –1 cr.
SPTHAUD 6499 Billing and Coding -1cr
SPTHAUD 7131 Pediatric AR – 3 cr.
SPTHAUD 7225 Genetics – 1 cr.
SPTHAUD 7231 Clinical Rotation (4 week offsite) – 1 cr.
SPTHAUD7232 Research Experience I- 1 cr.

Spring Year 3, 14 credits: 9 Academic/4 Clinic/1 clin pro

SPTHAUD 7323 Advanced VNG &Rehabilitation – 3 cr.
SPTHAUD 6247 Hearing Conservation – 3 cr.
SPTHAUD 6583 Advanced Implantable Devices- 2cr
SPTHAUD 6903 Clinical Practicum in Audiology – 4 cr.
SPTHAUD 5499 Issues in Communication Disorders 1 cr.
SPTHAUD 7233 Research lab Experience II – 1 cr.

Summer Year 4, 6 credits

SPTHAUD 7501 6 cr.

Fall Year 4, 9 Credits SPTHAUD 7502 9 cr.

Spring Year 4, 9 Credits SPTHAUD 7503 9 cr.

ELECTIVES

SPTHAUD 6150 3 Topics in ASD/NDD (LEND)
SPTHAUD 6299 Independent Study (1-3 cr.)
INT 300 Basic Sign Language I
INT Basic Sign Language II

COURSES and DESCRIPTIONS

SPTHAUD 5131 Hearing and Speech Science. 3 credits. The basic principles of acoustics related to speech and hearing will be introduced. Topics include generation, transmission, measurement of sound, and physiologic and psychological 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 6229 Medical Audiology II. 3 credits.

This course continues the study of the interaction among the anatomical and physiological components of the auditory system and various medical conditions. This course will cover introductory concepts of pharmacology and ototoxicity and the various interactions of drugs and their effects on patient hearing, balance, emotional, physical, and cognitive function. Imaging techniques of the auditory structures will be covered.

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 6499. Billing and Coding. 1 credit.

Correct billing and coding practices are key to successful audiology practitioners. This course reviews coding basis, advanced issues, federal regulations and current billing practices.

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 6583 Advanced Implantable Devices. 2 credits.

This course continues the study of implantable devices. Students will receive hands-on experience with programming and troubleshooting of cochlear implants and other auditory implantable devices.

SPTHAUD 6701 Clinical Practicum Audiology. 1 credit.

Supervised clinical experiences for audiology students. For those students assigned to an 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 Pediatric Aural Rehabilitation. 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 7232 Research Laboratory Experience I. 1 credit. This course will prepare students for their research project. The student will consult with departmental faculty to generate a research topic for investigation.

SPTHAUD 7233 Research Laboratory Experience II. 1 credit. Based upon their research experience, students will be required to develop a paper of publishable quality or a professional poster of a quality acceptable for submission to a peer reviewed entity. Students will be required to present their findings to the faculty and peers.

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, provide a more complete picture of both peripheral and central vestibular problems.

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. 9 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. 9 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 LSU Health Sciences Center are stated in the *LSUHSC-NO Catalog/Bulletin*:
<http://catalog.lsuhs.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 this information and should pay particular attention to attendance, grading, dismissals, and scholastic requirements.

<http://alliedhealth.lsuhs.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. Students may seek advisement from any faculty as needed. The student may meet with his/her advisor and may also contact the advisor at any other time as necessary. Students will routinely meet with the Clinical Coordinator to discuss clinical placements and clinical goals.

Student Health and Student Counseling

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/>

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 lectures, hands-on, and case-based approaches. Students attend lectures, participate in lab assignments, and integrate information 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' or challenging audiological cases during SPTHAUD 5499 each semester.

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 culmination of the academic year 1, year 2, and year 3. Students who do not meet the minimum passing grade must be remediated. The format of this

exam is intended to provide practice for a national licensure exam. The exam will have 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.

PROMOTION and REMEDIATION

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 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 timeline will be initiated for review of student progress. If the student fails to complete the remediation plan in the allotted time, they can be required to repeat the course or possible academic dismissal.

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. . If

the student fails to complete the remediation plan in the allotted time, they can be required to repeat the course or possible academic dismissal.

Plan Development: 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 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 Office of Disability Services. See link below or email ods@lsuhsc.edu; 568-2211
<https://www.lsuhs.edu/administration/academic/ods/default.aspx>

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:
<https://alliedhealth.lsuhs.edu/Admin/docs/StudentHandbook.pdf?Spr20>

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.

PERSONAL DAY

Students may apply to take ONE day of “personal leave” per semester. Leave requests may be denied if any tests, quizzes, projects, patient laboratories, student presentations, etc., are scheduled on the day for which leave is requested. Course Directors may also designate other specific class periods as “required.” No personal leave may be taken on days when the student is assigned to a clinical site. The request must be submitted two days prior to the date request date.

*This cannot be used during clinical days, one-month rotation, or externship year.

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

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 patientcare 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, sundresses, t-shirts, revealing clothing, jeans, scrubs, and sweatpants 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.

“Under no circumstances may employees wear halter tops, strapless tops, spaghetti straps, tank tops, cropped tops, t-shirts, clothing with offensive wording, clothing that shows undergarments (sheer), torn clothing, or clothing with holes Under no circumstances may employees wear halter tops, strapless tops, spaghetti straps, tank tops, cropped tops, t-shirts, clothing with offensive wording, clothing that shows undergarments (sheer), torn clothing, or clothing with holes. All clothing must be clean, neat, and fit properly” (CM 69).

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 uniform when participating in hearing screenings or in clinic.

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, social media, 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 LSU Health Sciences Center. Incidental and occasional personal use of electronic mail may occur when such use does not generate a direct cost to the LSU 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** form by clicking on the QR code below:



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:
<https://alliedhealth.lsuhscc.edu/Admin/docs/StudentHandbook.pdf?Spr20>

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 as prescribed by the LSU Health Sciences Center. Information can be found at <https://www.lsuhs.edu/orgs/studenthealth/healthcare.aspx>

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: <https://www.lsuhs.edu/orgs/studenthealth/healthcare.aspx>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The entire document can be accessed at:
<https://www.lsuhsu.edu/registrar/ferpa.aspx>

LICENSURE and CERTIFICATION

After you have completed the Doctor of Audiology program, you may apply for state licensure and certification. Licensure is a legal requirement. Certification is voluntary and there are options. 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 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 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: Revised 2023

<https://www.audiology.org/wp-content/uploads/2023/05/AAA-Code-of-Ethics-and-Non-Compliance-Procedures-2023-04-1.pdf>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 all categories of members of the Academy agree to uphold. The second part, the Procedures, provides the process that enables compliance with and 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 culture, race, religion, sex/gender, sexual orientation, or general health and/or disability.

PRINCIPLE 2: Members shall maintain the highest 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, whether in-person or via distance (e.g., telehealth) methods.

Rule 2d: Individuals shall provide appropriate supervision and assume full responsibility for services delegated to support personnel. Individuals shall not delegate any audiology 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 not in compliance with the Code of Ethics.

Rule 2f: Individuals shall maintain professional competence through relevant continuing education.

PRINCIPLE 3: Members shall comply with jurisdictional privacy guidelines (e.g., HIPAA, FERPA) to maintain the confidentiality of the information and records of those receiving services or involved in research. Compliance is also required in non-formal settings including, but not limited to, social media accounts and social media groups.

Rule 3a: Individuals shall not reveal to unauthorized persons any professional or personal information obtained from the person served professionally, unless authorized 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 shall not conduct research with human subjects without obtaining fully informed consent from the participants or their legal representatives.

Rule 4e: Individuals conducting research with human or animal participants shall follow accepted National Institutes of Health (NIH) or equivalent research guidelines.

PRINCIPLE 5: Members shall provide accurate information about the nature and management of communicative disorders and about the services and products offered, as well as the benefits and risks associated with research.

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 (including, but not limited to, prescriptive or over-the-counter) 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. This affords all informed persons free choice to accept or decline participation. Revised April, 2023

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, including in print, online and social media.

Rule 6a: Individuals shall not misrepresent their own educational degrees, training, credentials, or competence or those of support personnel. 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 (prescriptive or over-the-counter) 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 been in noncompliance with the Code of Ethics. Rule

8d: Individuals shall inform the Ethical Practices Committee when their state licensure and/or other professional memberships have been revoked or suspended due to a disciplinary action.

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

Principles 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.

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 age; citizenship; disability; ethnicity; gender; gender expression; gender identity; genetic information; national origin, including culture, language, dialect, and accent; race; religion; sex; sexual orientation; or veteran status.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, students, research assistants, 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, 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 audiologist or speech-language pathologist.
- 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, 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 audiologist or speech- language pathologist.
- 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 legally authorized/appointed representative.
- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations/simulations 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, including humane treatment of animals involved in 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 who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- M. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- N. Individuals who hold the Certificate of Clinical Competence may provide services via telepractice consistent with professional standards and state and federal regulations, but they shall not provide clinical services solely by written communication.
- 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 legally authorized or required by law.
- P. Individuals shall protect the confidentiality of information about persons served professionally or participants involved in research and scholarly activities. Disclosure of confidential information shall be allowed only when doing so is legally authorized or required by law.
- Q. Individuals shall maintain timely records; shall 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 shall not allow personal hardships, psychosocial distress, substance use/misuse, or physical or mental health conditions to interfere with their duty to provide professional services with reasonable skill and safety. Individuals whose professional practice is adversely affected by any of the above-listed factors should seek professional assistance regarding whether their professional responsibilities should be limited or suspended.
- 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 such a mechanism exists and, when appropriate, externally to the applicable professional licensing authority or board, other professional regulatory body, or professional association.
- T. Individuals shall give reasonable notice to ensure continuity of care and shall provide information about alternatives for care in the event that they can no longer provide professional services.

Principles 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. ASHA 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 provide clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- D. Individuals who engage in research shall comply with all institutional, state, and federal regulations that

address any aspects of research.

- 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 use technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is warranted but not available, an appropriate referral should 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: In their professional role, individuals shall act with honesty and integrity when engaging with 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, or scholarly contributions.
- B. Individuals shall avoid engaging in conflicts of interest whereby a personal, professional, financial, or other interest or relationship could influence their objectivity, competence, or effectiveness in performing professional responsibilities. If such conflicts of interest cannot be avoided, proper disclosure and management is required.
- C. Individuals shall not misrepresent diagnostic information, services provided, results of services provided, products dispensed, effects of products dispensed, or research and scholarly activities.
- D. Individuals shall not defraud, scheme to defraud, or engage in any illegal or negligent conduct related to obtaining payment or reimbursement for services, products, research, or grants.
- E. Individuals' statements to the public shall provide accurate information regarding the professions, professional services and products, and research and scholarly activities.
- F. Individuals' statements to the public shall adhere to prevailing professional standards and shall not contain misrepresentations when advertising, announcing, or promoting their professional services, products, or research.
- G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

Principles 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 with members of their own profession and/or members of other professions, when appropriate, to deliver the highest quality of care.
- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative directive, referral source, or prescription prevents

them from keeping the welfare of persons served paramount.

- C. Individuals' statements to colleagues about professional services, products, or research results 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, deceit, or misrepresentation.
- F. Individuals who mentor Clinical Fellows, act as a preceptor to audiology externs, or supervise undergraduate or graduate students, assistants, or other staff shall provide appropriate supervision and shall comply—fully and in a timely manner—with all ASHA certification and supervisory requirements.
- G. Applicants for certification or membership, and individuals making disclosures, shall not make false statements and shall complete all application and disclosure materials honestly and without omission.
- H. Individuals shall not engage in any form of harassment or power abuse.
- I. Individuals shall not engage in sexual activities with persons over whom they exercise professional authority or power, including persons receiving services, other than those with whom an ongoing consensual relationship existed prior to the date on which the professional relationship began.
- J. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- K. 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.
- L. 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.
- M. Individuals shall not discriminate in their relationships with colleagues, members of other professions, or individuals under their supervision on the basis of age; citizenship; disability; ethnicity; gender; gender expression; gender identity; genetic information; national origin, including culture, language, dialect, and accent; race; religion; sex; sexual orientation; socioeconomic status; or veteran status.
- N. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to either work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its [established procedures](#).
- O. 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.
- P. 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.
- Q. 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.
- R. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold

relevant facts necessary to fairly adjudicate the complaints.

- S. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice and to the responsible conduct of research.
- T. Individuals who have been convicted of, been found guilty of, 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 the ASHA Ethics Office in writing within 60 days of the conviction, plea, or finding of guilt. Individuals shall also provide a copy of the conviction, plea, or nolo contendere record with their self-report notification, and any other court documents as reasonably requested by the ASHA Ethics Office.
- U. Individuals who have (1) been publicly disciplined or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body; or (2) voluntarily relinquished or surrendered their license, certification, or registration with any such body while under investigation for alleged unprofessional or improper conduct shall self-report by notifying the ASHA Ethics Office in writing within 60 days of the final action or disposition. Individuals shall also provide a copy of the final action, sanction, or disposition—with their self-report notification—to the ASHA Ethics Office.

STUDENT ORGANIZATIONS

Student Academy of Audiology

National Student Speech Language Hearing Association

EMERGENCY PREPAREDNESS PLAN –

**LSU Health Sciences Center
School of Allied Health Professions
Allied Health Students
Emergency Plan (2023)
Revised July 25, 2023**

Purpose:

The purpose of this policy is to provide all SAHP Students with guidance in the preparation for weather related emergency procedures for LSU Health Sciences Center (LSUHSC-NO), School of Allied Health Professions (SAHP). All SAHP students are to review and follow [CM-51](#) on weather related emergency procedures as well as the LSUHSC Emergency Preparedness [response actions](#) for hurricanes. It is each individual's responsibility to obtain essential information about a hazardous condition from television, radio, or newspaper. It is each individual's responsibility to evaluate the situation and determine the course of action that is to the individual's best interest. The Allied Health administration does not guarantee that every individual will be notified, nor assumes any liability for failure to contact any individual. Given these conditions, the SAHP will make an effort to notify students of important information regarding hazardous conditions (e.g., hurricane information). This effort will include one or more of the following means of communication: LSUHSC website, e-mail, text-messaging, mass communication, telephone, and/or answering machine. In the case of mass communication, faculty, staff, and students will be advised to listen to major television and radio stations for information.

Policy:

LSUHSC-NO SAHP faculty are committed to ensuring the successful continuation of all students' academic education after a weather-related emergency. SAHP faculty will work diligently to continue SAHP education as soon as possible following a weather-related emergency. Successful management and recovery for any emergency is dependent upon adequate preparation. This requires that every SAHP student is familiar with LSUHSC-NO emergency procedures and follow the guidance provided by SAHP faculty prior to and after an emergency.

The chancellor has provided all faculty, staff, and students with a policy on [Weather Related Emergency Procedures](#) for LSUHSC-NO, CM-51: <http://www.lsuohsc.edu/administration/cm/cm-51.pdf>. This policy provides directives for activities in preparation for, during, and after a weather-related emergency. In addition, this policy provides categories for an emergency response due to flooding:

- Yellow – Flood caution
 - Orange – Flooding possible
 - Red – Flooding probable
1. The Chancellor of LSUHSC-NO is the final authority to activate the disaster plan.
 2. LSUHSC-NO has a [Text Message Alert System \(TMAS\)](#) to advise faculty, staff, and students about emergency matters. Faculty, staff, and students are encouraged to subscribe.
 3. In case of an emergency, students can access the Academic Self-Service site: <https://prd.pshe.lsuohsc.edu/psp/csprd/?cmd=login> to update their latest contact information.
 - a. Students are to keep their emergency contact information current in the [SAHP locator database](#).
 4. [LSUHSC email](#): If there is a threat of severe weather, the SAHP will send LSUHSC email that will supplement and reinforce messages coming from the Office of the Chancellor.

PROCEDURE:

A. Communication

1. Before, during, and after an emergency, communication is a critical and vital element for successful management and recovery from a crisis. Therefore, all SAHP students must utilize multiple sources of media to receive communication regarding the state of emergency such as:
 - Television
 - Statewide and local radio stations
 - [LSUHSC-NO Emergency Website](#)
 - [Text Messaging Alert System \(TMAS\)](#)
 - Mass communication messages to all SAHP students will be coordinated through either email or the [LSUHSC-NO Emergency Website](#).
2. SAHP students should respond to all emergency messages designated for all LSUHSC students and those specifically posted on the [LSUHSC-NO Emergency Website](#) for SAHP students. Emergency messages posted specifically for students in other schools such as medicine, nursing, public health, graduate studies, and dentistry may not apply to SAHP students.
3. In an emergency, students will have access to Zoom through the Moodle site at <https://moodle.lsuhs.edu/>.
4. In addition, students will have access to an Emergency Information Hot Line: 866-957-8472.
5. If students cannot secure assistance from the Helpdesk, students should contact the School of Allied Health Professions Computer Support Department, ahnopcsupport@lsuhsc.edu.
6. Students should ensure phone numbers and personal emails are current in Academic Self-Service: <https://prd.pshe.lsuhs.edu/psp/csprd/?cmd=login>.

B. Declaration of an Emergency

1. The chancellor will issue an executive decision to activate the [Weather-Related Emergency Plan and Procedures](#). An emergency is not declared until the Chancellor provides the executive decision.
2. During an emergency, LSUHSC-NO will not serve as an evacuation site for faculty, staff, students, or the public.
3. SAHP students will be alerted to the declaration of an emergency through public announcements on the LSUHSC-NO Emergency Website, TMAS, television, and radio. Depending on the timing of the emergency declaration and current situation, SAHP faculty will attempt to notify students regarding the state of emergency. However, this may not be possible; therefore, SAHP students should primarily utilize the LSUHSC-NO Emergency Website, television, or radio for current information and updates.

C. Research and Clinical Activity during a Weather-Related Emergency

1. All SAHP practicum experiences must cease once the chancellor has closed the HSC/School due to an emergency.

D. Preparation for a Weather-Related Emergency

1. In addition to personal preparation, for personal safety and security during a weather-related emergency, SAHP students are encouraged to prepare for the continuation of the SAHP education in the immediate aftermath. SAHP students are encouraged to prepare in advance to evacuate with the following items:

Emergency Checklist for Students (Items to Take)

Books	Cell phone
Course syllabi	Credit cards, cash, check book
Identification credentials (e.g., driver's license, birth certificate, passport)	Flash drives
Laptops	Insurance documents
Mementoes	LSUHSC ID badge
Mortgage and rental papers	Student LSUHSC Emplid#
URL for Moodle and Zoom: https://moodle.lsuhs.edu/	Notes, important course papers, and reading materials that are in progress in both paper and electronic format
Personal health records/medications	Personal licenses (drivers)
Portable radio with batteries	Phone numbers of family and friends
Projects	Uniforms (if applicable)

2. Students who know their evacuation plan can store the information on the SAHP Directory site:

In addition, students are encouraged to provide course faculty with alternate communications, such as personal email accounts and cell/satellite phones. This will facilitate communication in the aftermath of a weather-related emergency.

E. After the Declaration of a Weather-Related Emergency and the Immediate Aftermath

1. All LSUHSC-NO SAHP students are required to update their personal contact information on the LSUHSC-NO registry. This registry will become available online via the LSUHSC Emergency Website once a state of emergency has been declared by the chancellor.
2. After the immediate weather-related emergency has ceased, SAHP students must access an update on LSUHSC-NO events through the LSUHSC-NO Emergency Website, television, radio, Moodle and/or Zoom communication modules.

References:

[CM-51](#) Weather Related Emergency Procedures for LSUHSC-NO

Approvals:

By: Administrative Council

Date:

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.

Printed Name

Date

Signature

Date