SACRAMENTO STATE
Doctor of Audiology Program

Department of Communication Sciences and Disorders

Maryjane Rees Language, Speech and Hearing Center

Clinical Education Handbook

Spring 2025 Edition

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Chapter I: Introduction

This handbook has been designed to acquaint students in the Communication Sciences and Disorders Doctor of Audiology (Au.D) program with information about clinical policies and procedures. It should serve as a reference throughout your clinical experiences and explains responsibilities of Doctor of Audiology candidates during clinical practicums, internships and externship. This information is intended to support and supplement classroom instruction and guidance from clinical instructors and supervisors. It is the student's responsibility to seek clarification from faculty, staff and/or clinical instructors regarding matters which might remain unclear.

The procedures outlined in this handbook are specific to the Maryjane Rees Language, Speech and Hearing Center (MJRLSHC) Audiology Clinic and CSUS Au. D Program and are expected to be followed while a graduate student clinician in the Department of Communication Sciences and Disorders. Faculty and staff within the department are unbiasedly committed to facilitating an environment which promotes the successful completion of the Au.D. degree requirements. This handbook serves as one tool for helping you achieve that success.

This manual is intended to be used in conjunction with the CALIPSO clinical tracking system, the Sacramento State Au.D. Doctoral Student Handbook, and the Audiology Clinic Resource Manual. All information should be reviewed by students before beginning any clinical experience.

It should be noted that this handbook is also designed to be a living document, susceptible to periodic updates and modifications to ensure its relevance and accuracy over time. The policies, procedures, guidelines, and forms are subject to change throughout your program of study. Students will be notified if a modification is made, and an updated copy of the audiology clinic handbook will be available on the department's website.

Mission Statements & Vision

Sacramento State Mission: As California's capital university, we transform lives by preparing students for leadership, service, and success.

Sacramento State Vision: Sacramento State will be a recognized leader in education, innovation, and engagement.

Department of Communication Sciences and Disorders Mission: The Department of Communication Sciences and Disorders trains highly competent professionals in the fields of speech-language pathology and audiology by providing a rigorous scientific background and diverse clinical experiences while fostering a dedication to lifelong learning and community service.

Audiology Clinic Mission: The mission of the MaryJane Rees- Audiology Clinic is to prepare Doctors of Audiology in a supportive, respectful and educational environment to strive for evidence-based practice and provide excellent hearing and balance care to individuals within our community from all walks of life.

Equal Access

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the [Disabilities Access Center (DAC)(formerly known as SSWD)](), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to DAC and meet with a DAC counselor to request special accommodation before classes start. Sacramento State Services to Disabilities Access Center (DAC) offers a wide range of support services and accommodations for students to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community.
DAC is in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [dac@csus.edu.]()

Diversity

Sacramento State has a strong institutional commitment to the principle of diversity in all areas. We consider qualified applicants for our programs without regard to race, color, religion, national origin, age, gender, gender identity/expression, sexual orientation, genetic information, medical condition, marital status, veteran status, or disability. Sacramento State is a Hispanic-serving Institution, an Asian American Pacific Islander-serving institution, thoroughly abides by Title IX, and is a caring campus where students of all identities and intersectionalities are welcomed.

Equal Opportunity

The program adheres to Sacramento State's Policy for ensuring that appropriate corrective action is taken when violations of compliance with non-discrimination laws and regulations occur. Any violations of compliance are referred directly to the [Equal Opportunity Office.](#)
Sacramento State is committed to creating a diverse and inclusive university for all members of our campus community. As part of our commitment, Sacramento State and its programs comply with all applicable laws, regulations, and executive orders prohibiting discrimination towards students, faculty, staff, and persons served in the program's clinics. This includes prohibitions on discrimination based on any category prohibited by applicable law including, but not limited to, age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.

California State University Executive Orders 1096 (employee and third parties) and 1097 (students) outline the policy prohibiting, and procedures for addressing complaints of Discrimination, Harassment and Retaliation. The Sacramento State Director of Equal Opportunity is the University's DHR Administrator/Title IX Coordinator. The office is responsible for monitoring, supervising, and overseeing overall Campus-wide implementation of and compliance with the Executive Orders and state/federal civil rights laws – including coordination of training, education, communications, and administration of complaint procedures for employees, students, and third parties in the areas of discrimination (including sex discrimination), harassment (including sexual harassment), sexual misconduct, dating and domestic violence, and stalking.

Accreditation

The Doctor of Audiology program at Sacramento State University is a Candidate for Accreditation by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. Candidacy is a pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

The Doctor of Audiology program at Sacramento State University is a candidate for Accreditation Commission for Audiology Education (ACAE). ACAE was founded in 2003 by the American Academy of Audiology (AAA) and the Academy of Dispensing Audiologists, now the Academy of Doctors of Audiology (ADA), to develop educational standards for academic institutions offering the Doctor of Audiology (Au. D) degree in the United States. For more information, please visit https://acaeaccred.org/about-us/

11480 Commerce Park Drive Suite 220, Reston, VA 20191, 403-226-1056. The process should take nine months to a year to complete. The timeline is discussed and negotiated between ACAE and the individual program.

Process for Students to File a Complaint with the CAA Regarding Accreditation Compliance

"The CAA is obligated by federal regulations to review complaints it receives about any accredited program or program in candidacy status in accordance with the policies and procedures outlined in Chapter XIII: Complaints of the *Accreditation Handbook* [PDF]. A complaint process is also in place for considering complaints filed against the CAA."

Please visit for more detailed information:

https://caa.asha.org/programs/complaints/#:~:text=It%20is%20expected%20that%20the,or%20208 00%2D498%2D2071.

Overview of Maryjane Rees Language, Speech and Hearing Center (MJRLSHC)- Audiology Clinic

The MJRLSHC Audiology Clinic provides services to individuals of all ages with the goal of improving communication through diagnostic evaluation and (re)habilitative intervention. An initial appointment for patients new to the clinic typically involves a comprehensive audiologic assessment to determine hearing status and to characterize the patient's primary concerns. Based on the results of the initial encounter and the patient's needs and concerns, recommendations for further assessment or (re)habilitation are made to the patient and associated family members.

The MJRLSHC Audiology Clinic is a donation-based clinic and therefore does not dispense amplification or hearing assistive technologies.

The following services are provided by the MJRLSHC Audiology Clinic:
- School hearing screenings
- Pediatric & Adult hearing screenings
- Comprehensive pediatric & adult audiologic assessments
- Pediatric and adult hearing aid evaluation, selection and fitting
- Ear mold impressions for hearing protection, musician's plugs, and musician's monitors
- Tinnitus management
- Cerumen management
- Occupational hearing monitoring for CSUS employees
- Implantable Device evaluations and fittings
- Auditory-evoked potential assessment (ASSR & Auditory Brainstem Response)
- Central Auditory Processing Disorder (CAPD) screening and testing
- Vestibular screenings
- Cognitive Screenings

Chapter II: Criteria for Clinical Education

Overview

The mission of the Sacramento State Au.D. program is to prepare students to become competent entry-level clinicians and lifelong learners committed to evidence-based practice. Students will acquire discipline-specific requisite knowledge and skills through rigorous didactic and clinical coursework. Throughout the program of study, each student will progress through a variety of clinical experiences to support and practice what is being learned in the didactic portion of the curriculum.

Students are expected to receive evidence-based clinical training in various settings. Throughout their program of study, students will be exposed to a diverse group of patients across the lifespan, working with individuals from different ethnic, cultural, and linguistic backgrounds.

Technical Standards

To achieve the necessary proficiency and competence required to practice as an audiologist, doctoral students must demonstrate the ability to function effectively in diverse clinical settings and provide comprehensive patient care. It is essential that students possess certain skills to fulfill both the academic and clinical components of the curriculum as well as deliver patient care in a safe and reasonable way, regardless of the need for disabilities accommodations. All doctoral students must be capable of performing the following tasks autonomously without reliance on an intermediary of external assistance. All doctoral students must be capable of performing the following tasks autonomously, without reliance on intermediary or external assistance.

Students must possess essential skills and attributes in the following 7 areas: 1. Motor and Sensory 2. Communication 3. Cognitive and Critical Thinking 4. Behavioral and Social 5. Professional and Ethical standards 6. Technology 7. Universal Precautions and Safety Guidelines.

These technical standards can be found in Appendix A. All students must carefully review the technical standards, sign the statement in the Appendix and upload it to Calipso by August 1, prior to arrival for the program. All students' confirmation that they meet the technical standards must be kept on file in the department.

Mandatory Background Check

The Department of Communication Sciences and Disorders requires all students in clinical and internship practica courses to complete a background check prior to beginning any clinical courses in the semester. Please see the instructions below and contact the department if you have any questions. The completed background check information will only be revealed to the CSAD department chair and the Dean of the College of Health and Human Services. All information will be kept confidential. No other background screenings may be substituted. Please note that this information is for the sole purpose of background screening for this school only. Unauthorized use of our service is prohibited. This does not take the place of fingerprinting and background checks required by some internship or externship sites before internship or externship placements.

Instructions for completing a background check are posted on the CSAD department website under CSAD Handbooks: Resources, Forms and Information and can also be accessed here: https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html

Required immunizations

Evidence of immunization requirements or titers documenting immunity must be uploaded into CALIPSO before beginning any clinical practicum. Proof of immunization completion or immunity should be uploaded to the Compliance/Immunization section of the Student Information tab found in CALIPSO. Please ensure that uploaded documentation clearly identifies the vaccination administered, date of administration, and identifying information. Each student is responsible for keeping their immunization status current and updated in CALIPSO. Students will not be able to report clinical rotations if immunizations are not current and uploaded. You will not be able to continue in the program without this documentation. Furthermore, some internship placements will not allow students who do not have the required immunizations.

Please see the department immunization policy: https://www.csus.edu/college/health-human-services/communication-sciences-disorders/_internal/_documents/policy/csad-department-immunization-policy.pdf

Required Trainings and certifications

Evidence of the following training completion and certification must be uploaded to CALIPSO before beginning any clinical practicum. These will be required annually as notified on My Sac State/CSU Learn. All students will be assigned required training through CSU Learn. Once enrolled in CSU Learn, the trainings will appear on the MySacState page after logging in. Trainings must be completed by the deadline assigned by the coordinator and/or instructor.

Please be informed that we are replacing our HealthStream learning modules with **CSU Learning** modules only. Beginning Fall 2025, the revised list of CSU Learning modules for MS and AuD students are as follows:

CSU Learn Trainings

- CSUS- CSU's Discrimination Harassment Prevention Program for Non-Supervisors
- HIPAA: Protecting Patient Privacy
- Sac State Data Security and FERPA
- Sac State Gender Equity and Title IX
- Sac State COVID-19 Safety Training
- Sac State Inquiry and Illness Prevention Program (IIPP) (Suicide Prevention)
- Mandated Reporters of Child Abuse (mandatory reporter and child abuse recognition)
- Bloodborne Pathogens/CAL-OSHA
- Mental Health Short: First Aid for Mental Health Issues
- **Research Ethics will be met via the online CITI training for the Doctoral Research Project course**

After completion of all modules, certificates of completion should be saved as PDFs with the following file naming conventions before uploading to CALIPSO under the Compliance/Immunization tab and filing the date of completion.

- Lastname_BloodBornePathogens_Year
- Lastname_ChildAbuseRecognition_Year
- Lastname_COVID_Year
- Lastname_FERPA_Year
- Lastname_HIPAA_Year
- Lastname_MandatoryReporter_Year
- Lastname_Researchethics_Year
- Lastname_Safety Training_Year
- Lastname_Sexual Harassment
- Lastname_SuicidePrevention_Year
- Lastname_UniversalprecautionsOSHA_Year

Additional Training for students

Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR)Training

Students can complete Basic Life Support (BLS) training either on campus through the College of Continuing Education (CCE) at a discounted rate or off-campus through various organizations and training providers.

To register for BLS training through CCE, follow the instructions here: [CCE Registration](#).

If obtaining BLS/CPR certification through an external provider, students are encouraged to select a course accredited by the American Heart Association.

Proof of BLS/CPR certification should be uploaded to CALIPSO under the Compliance/Immunization tab in PDF format using the following file naming convention:

☐ Lastname_BLSCPRCertification_Year

Students are Required to maintain Personal Health Insurance.
Proof of Health Insurance is required for the entirety of the enrollment in the Au.D. program. Upload proof of health insurance into CAPLIPSO. Failure to do so could lead to dismissal from the program.

Professional liability insurance

With registration in the Au.D. program at CSUS, all students are covered under the university's professional and general liability Insurance policy. The policy includes coverage for student activities performed within courses and during clinical education experiences during on-campus and off- campus clinical rotations. In order to participate in off-campus clinical rotations, a contract for the clinical experience must be in place between the off-campus clinical site and the university. This agreement is initiated and maintained between

the department and the risk management office at Sacramento State. For liability reasons, students cannot complete off-campus clinical rotations without an established agreement.

Additional training and compliance documentation, such as a drug screening may be required as changes arise, and regulations change. Trainings will be assigned to you through CSU Learn in your MySacState Portal as noted above and drug screens can be obtained via Castle Branch for internships only using code **CM24int**: https://www.csus.edu/college/health-human-services/communication-sciences-disorders/_internal/_documents/policy/csad-background-check-policy-and-instructions.pdf

Sequence of Clinical Education Experiences

Commencing with the first semester of the Au.D. program, students will begin to be involved in a variety of clinical experiences involving patient assessment and management that will support the didactic portion of the program. These experiences are designed to allow students to develop multiple clinical competencies throughout their program of study. The progression of clinical experiences is structured so students gradually develop independence and critical thinking capabilities to prepare them for an entry level professional position upon completion of the program.

Throughout their tenure in the program, students will complete on-campus clinical practical, off-campus clinical practica, and a 12-month externship; these clinical experiences and their associated course numbers are summarized in the table below:

Sequence of Clinical Education			
Year	Semester	Course	Description
1	Fall	CSAD 610 Introduction to Clinic	on-campus observation & participation; screening
1	Spring	CSAD 620C Audiology Clinic II	on-campus participation
1	Summer	CSAD 630C Audiology Clinic III	on-campus participation
2	Fall	CSAD 640C Audiology Clinic IV	on-campus participation
2	Spring	CSAD 650C Audiology Clinic V	off-campus participation
2	Summer	CSAD 660C Audiology Clinic VI	off-campus participation
3	Fall	CSAD 670C Audiology Clinic VII	off-campus participation
3	Spring	CSAD 680C Audiology Clinic VIII	off-campus participation
3	Summer	CSAD 710E Audiology Externship I	off-campus externship
4	Fall	CSAD 720E Audiology Externship II	off-campus externship
4	Spring	CSAD 730E Audiology Externship III	off-campus externship

Expected Hours by Clinical Experience for Au.D. Clinical Training

Students begin to obtain audiology clinical experiences in their first semester and continuously throughout the entire four years of the program. Students are expected to spend the following number of hours in the clinic **at a minimum**. Consistent Attendance is a requirement for all clinical experience:

Expected Shift Hours by Clinical Experience				
Year	Semester	Course	Location	Expected Hours
1	Fall	CSAD 610 Intro to Clinic	On-Campus	Observation/Hearing Screening (40)
1	Spring	CSAD 620C Audiology Clinic II	On-Campus	60
1	Summer	CSAD 630C Audiology Clinic III	On-Campus	90
2	Fall	CSAD 640C Audiology Clinic IV	On-Campus	60
2	Spring	CSAD 650C Audiology Clinic V	Off-Campus	150
2	Summer	CSAD 660C Audiology Clinic VI	Off-Campus	150
3	Fall	CSAD 670C Audiology Clinic VII	Off-Campus	150
3	Spring	CSAD 680C Audiology Clinic VIII	Off-Campus	150
4	Summer, Fall, Spring	CSAD 710, 720, and 730 Audiology Externship	Off-Campus Externship	Minimum of 1820-~2000 (direct-patient contact hours)

While obtaining their minimum required clinical clock hours (1820), students are expected to complete a set minimum of supervised patient contact hours in specific areas as determined by the Sacramento State Doctor of Audiology program; these are listed in the table below. These minimum shift hours have been established to ensure that students demonstrate skills in providing services related to prevention, screening, evaluation, amplification and assistive listening technology, as well as outreach and/or volunteerism. Outreach and volunteerism opportunities might include participating in Student Academy of Audiology (SAA) activities, providing hearing screenings for schools or event venues, organizing drives, participating in walks, etc. In order for hours to count the student clinician must be supervised by a CSUS clinical instructor. Student clinicians are responsible for tracking and maintaining all clinical practicum clock hours in CALIPSO

throughout their graduate program. Clinical instructors will approve clock hours each semester during on-campus clinic rotations, off- campus internships and during the final off-campus externship.

Clinical Site Name:	MJRSLHC Fall Clinic *example
Name and type of facility (e.g., hospital, school, industry, government agency, private practice, college/university, residential healthcare facility, research/science/lab, etc.):	University
Location/distance from campus:	Folsom Hall
Indicate for which component(s) this site will be used–residential (Re), distance education (DE) and/or satellite (S)	Residential
Academic and clinical prerequisites for student placement at this facility:	Completion of 1st year Fall, Spring, and Clinical and Academic Program. Passing the 1st year progress examination.
Estimated number of students per supervisor:	2
Types of activities in which students typically will engage:	Audiometric Testing and Report Writing
Age range for adults:	18+
Age range for children:	0 to 18
List the culturally and linguistically diverse population served:	A range of Ethnicity, Race, Culture, National Origin, Socioeconomic Status, Gender Identity, Sexual Orientation, Religion, Exceptionality, and Cognitive/Physical Disability English, English Language Learner. Primary English Dialect, Secondary English Dialect, Bilingual, Polygot, Gender Identity, Sign Language, and Cognitive/Physical Disability.

CALIPSO

CALIPSO is used to track clinical (direct patient) contact hours, graduate clinician competency evaluations, and required document management. There is a one-time cost of $125 to students which allows students to have access to CALIPSO throughout the duration of their program of study. Payment is submitted directly to CALIPSO and is required to set up an account. An orientation to CALIPSO's use and features will be discussed during CSAD 610.

Login to CALIPSO for use with the Au.D. program at CSUS can be found here:
https://www.calipsopatient.com/audiology/csus/account/login

Tracking of Progress and Competencies

CALIPSO is used throughout the program to document the student's progress through the Au.D. clinical curriculum. Clinical instructors will provide ratings for clinical competencies for student clinicians in clinical courses and experiences. The clinical competencies being evaluated can be found in CALIPSO.

Prerequisites for Clinical Experiences

Before engaging in any on- or off-campus clinic experiences, students must complete the following requirements:

- Review the **American Speech-Language-Hearing Association (ASHA)** and **American Academy of Audiology (AAA)** Code of Ethics.
- Complete a **mandatory background check**.
- Provide proof of **required immunizations or immunity**.
- Complete **all outlined CSU Learn modules**
- Obtain **Basic Life Support (BLS) certification**.

All required documentation must be uploaded to **CALIPSO**, the program's clinical tracking software, **prior to the first day of classes**.

Students will receive guidance on these requirements in **CSAD 610 during their first semester** and at **clinic orientation**. Additionally, these prerequisites are outlined in the admissions letter.

For a detailed breakdown of clinical education requirements by year, refer to the **Clinical Benchmarks PowerPoint** on the **CSAD Handbooks page:** https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html

ASHA and AAA Code of Ethics

Student clinicians in the Sacramento State Au.D. program are expected to adhere to the ASHA and AAA Code of Ethics and conduct themselves in a professional manner in all activities relating to the department and program of study. The codes of ethics can be found on the respective audiology professional bodies' websites:

- ASHA Code of Ethics: http://www.asha.org/Code-of-Ethics/
- AAA Code of Ethics: https://www.audiology.org/publications-resources/document-library/code-ethics

Students are required to review both code of ethics documents prior to any patient contact in the clinic.

Chapter III: Guidelines and Expectations

Graduate student clinicians not only represent themselves but the university and the profession as they interact with patients, their families, clinical instructors, clinical preceptors, and professionals from other disciplines. As such, it is expected that graduate student clinicians conduct themselves in

a professional manner during all clinical experiences and adhere to professional practices and ethics. This includes following and meeting on- and off-campus clinic rules and obligations, arriving and leaving the work site on time, submitting documentation and work products on time, and maintaining a professional appearance.

In addition to the AuD program policies for conduct, graduate student clinicians are expected to exhibit the following professional behaviors and traits:

- Creativity and Flexibility
- Effective Communication
- Collaboration
- Positive Attitude
- Clinical Competency
- Commitment to Learning
- Effective Use of Time and Resources
- Problem Solving and Critical Thinking
- Ability to Identify and Seek Strategies for Stress Management

Clinician Attendance
Attendance is mandatory at each clinical assignment for which student clinicians are scheduled. It is expected that the student clinician will be on time when meeting patients for scheduled appointments and when meeting with the clinical instructor(s). A verbal warning will be issued to student clinicians by their clinical instructor(s) at the first instance of tardiness. Continued tardiness will result in a Performance Improvement Plan (PIP) and may affect the final clinic grade. Students are expected to be fully prepared for scheduled appointments with their patients.

If a student anticipates an absence for a clinical session, please adhere to the following procedures:

- Contact the clinical instructor well in advance to determine if any planned absence is excusable from clinic session; an expected absence must be discussed with the clinical instructor in-person.
  - If the absence is excused, arrange for coverage of the session with another student clinician one (1) week in advance.

- The absent student will be expected to arrange for a make-up session with your clinical instructor.
  - If a student cannot attend a session due to unanticipated illness, emergency, or other extenuating circumstance, please adhere to the following procedures:
  - Notify the clinical instructor immediately.
    - If unable to do so, arrange for a representative to contact the clinical instructor.

- o   Arrange for coverage of an appointment with another student clinician, if possible.
- The student as the clinician of record is required to contact one of their peers directly and have them substitute for the absent student. This must be approved by the supervising audiologist.
  - o   Arrange for make-up session with clinical instructor upon return.
- Students **must** also submit an [Absence form](#) to notify the university of any pre-planned absences and planned make-up days. These make-up days **should be arranged with your supervisor prior to submitting the form. In the event that you cannot submit an absence form in advance, see below instructions:**
  - o   Not sure if an absence form is needed? Use this guide:
    - ▪ **Today is a weekday. Am I going to clinic today?**
      - **Yes: submit Calipso hours within 48 hours of the end of the clinic day**
      - **No: Submit an absence form no more than 24 hours after the end of the day of absence.**

If a student clinician does not contact their preceptor prior to the beginning of the clinical session, unless unable to do so, the absence will be deemed unexcused and will negatively impact the clinic grade and may impact the hours obtained for that semester. In order to be excused, students must submit written verification as directed by their clinical instructor; undocumented absences will be considered unexcused.

Dress Code
A professional appearance is expected for all clinical experiences. Participation in clinic is viewed with importance equal to that of a job. Students are expected to behave professionally, dress professionally, exhibit excellent personal hygiene, and be well-groomed when they were within clinical space that may be visible to patients (e.g., waiting rooms, consultation rooms, student computer lab, booths, etc.). These expectations are for students seeing patients, accessing the clinical space, conducting research, or having meetings. Students who do not adhere to this policy will be asked to leave the clinic and may be placed on a PIP. Appearance and dress should enhance our ability to provide clinical services to patients. Clothing, grooming choices, and personal hygiene which may interfere with job function is to be avoided.

- Students will be required to purchase black scrubs with the embroidered university and program logo to wear whenever they are in the clinical setting. Scrubs can be purchased from:

americandiscountuniform.com
Click on Student & Group Uniforms
Click Group Sign In (upper right-hand corner)
Enter your school code: SACAUD

It is necessary to obtain at least one set (i.e., top, pants). Students may also choose to wear a jacket. Additional program apparel can be purchased from: https://csusaudiology.buyproforma.com/#/

☐ Shoes

o Closed-toed shoes must be worn in the clinic.

These can include trainers or tennis shoes (preferably black), comfortable business casual shoes (e.g., flats, dress shoes, or boots).

Open-toed shoes, sandals, and flip flops are prohibited.

☐ Hair and facial hair should be in neat appearance

o long hair should be tied back as to not interfere with patient care

☐ Teeth and breath should exhibit evidence of good oral hygiene

o Chewing gum is not permitted during patient sessions

☐ Tattoos may be requested to be concealed

☐ Excessive fragrances or odors should be avoided (e.g., perfumes, colognes, cigar and cigarette smoke, body odors, etc.)

o Use of perfumes and colognes is discouraged due to possible allergic reactions of patients

☐ Hands and fingernails should be clean, well-groomed, and without stains

o If nail polish is worn, it should not be chipped or peeling

o Fingernail length must allow for the use of examination gloves (i.e., nails should be short or manicured within ¼inch long). No added jewelry or adornments should be attached to the nail itself.

☐ Jewelry, piercings, or other adornments should not interfere with clinic

Inappropriate clinic dress might include the following:

☐ Denim jeans
☐ Ripped, torn or sloppy clothing
☐ Athletic shoes, shirts or shorts
☐ Shoes with heels or platforms higher than 3 inches
☐ Sweatshirts
☐ Shorts of any length
☐ T-shirts with logos
☐ Tank tops
☐ Clothing items which restrict movement on account of being too short, tight, low cut or revealing
☐ Cropped or short tops
☐ Leggings or spandex outfits
☐ Yoga Pants
☐ Flip-flops

When not scheduled for clinic, students must wear business casual clothes in the clinic. During times between semesters or breaks, students may wear casual clothes provided that they are neat and adhere to the above dress code.

Infractions of the dress code shall be addressed by the clinical instructors, the clinic director, and the faculty and could negatively impact the clinic grade. Non-adherence to the dress code will result in a PIP.

Addressing Other Professionals and Patients
Clinical instructors, faculty, staff, and other professionals should be addressed by the appropriate title (e.g., Dr., Mr., Mrs...,Ms., etc.) unless otherwise instructed or identified by the patient. Adult patients should be addressed formally if another preferred form of address has not been previously discussed or noted on clinical intake forms. Children are typically addressed by their given name.

Professional posture greatly contributes to credibility when delivering information or services. Professional posture includes direct eye contact, if culturally appropriate, pleasant facial expression, composed physical posture, personal hygiene, and selection of clothing worn to clinical assignments consistent with the professional breadth of the specific clinic requirements.

Cell Phones, Smart Phones, and Other Electronic Devices
Cell phones, smart phones, smart watches, and other electronic devices may be used as timers, sound level meters, and for any other applicable therapeutic use during patient sessions, but may not be used for personal use, such as texting, photos/videos, or phone calls, during a session. Student clinicians are not to make or take personal phone calls or text messages during sessions. Student clinicians are not permitted to give out personal phone numbers to patients.

Social Media Guidelines
Social media are internet-based tools that allow for powerful and far-reaching means of communication and information sharing. Social media use can have a significant impact on a student's professional reputation and status. Examples of social media include Facebook, Twitter, Instagram, Snapchat, LinkedIn, Flickr, Tumblr, TikTok, etc.

Students may be held liable for any posts to social media sites that compromise expectations for professional standards or ethics; the expectation is that the same professional standards are maintained for virtual as for in person interactions. The following guidelines outline the appropriate

standards of conduct for social media use so the student's and the program's reputation remain untarnished:

☐ Use good judgement when posting to social media sites. Any complaints that are brought to the attention of the clinic director regarding inaccurate, threatening, harassing posts or use of

profanity on postings may be considered a violation of professional behavior. This includes, but is not limited to text, photos, videos, and emojis on private or public social media sites.

☐ Use good judgment as internet and email archives can permanently affect your reputation. Many employers' complete social media and internet searches on potential candidates prior to extending invitations for interviews.

☐ It is inappropriate to use social media sites as a venue for venting. Written or photographic posts directed toward fellow students and institutional or clinical faculty or staff are considered a violation of professional behavior.

☐ HIPAA laws apply to all social networking, so it is the utmost priority to protect patient privacy by not sharing information or photographs.

☐ Failure to follow the above stated guidelines may be considered a breach of appropriate professional behavior and subject to disciplinary action, up to and including dismissal from the program.

Student Computer Room

The student computer room is open to all student clinicians during hours of clinic operation. This room is part of the clinic facility and should be respected as such. Professional behavior is expected at all times. Please monitor your vocal volume out of respect to your fellow clinicians. This space is provided to student clinicians for the purpose of planning clinic sessions, writing reports, studying, and developing professional collaboration skills with one another; consultation or other clinical rooms/offices are not for these purposes.

Please treat this space as you would any other workspace in a professional setting. Please respect your fellow clinicians and everyone's needed to access computer time. Clear all personal belongings from the computer space you may have been using when you leave the lab for a prolonged period of time. Please note that the computers in the lab revert to erase all data every evening after the clinic has closed. Student clinicians should not back-up documents to personal data storage devices.

Confidential patient information must not be stored on personal data storage devices such as flash drives. Electronic medical records may only be accessed through on-site computers in Folsom Hall. Attempts to access private identifiable medical information off site will not be tolerated and could lead to removal from the program.

Sound Booths and Lab Spaces

Each sound booth room and lab space are set up to be identical to one another in terms of furniture; equipment in the various spaces may vary. For example, one sound booth may have equipment for auditory evoked potentials, while another sound booth may be equipped with a visual-reinforced audiometry (VRA) system.

If furniture is moved to better accommodate a patient's needs, the clinician is responsible for moving all furniture back to its home base immediately after the session. Relocating clinic furniture to a new permanent location is a professional courtesy issue. If clinic chairs are moved to another room for conferencing with a clinical instructor, clinicians are responsible for moving the chairs back to the room from which they were retrieved.

Clinical equipment is not to be removed from sound booth rooms or labs. In the event that a particular piece of equipment is required for a session, it should be immediately returned to its correct location once it is no longer required for the appointment. Do not remove the instruction manual or log-sheets.

Before and after each session, the student clinician is responsible for cleaning all surfaces (countertop, tabletops, chairs, headphones, etc.) using the disinfecting wipes found in each clinical space. All trash should be placed in garbage bins readily available in all clinic rooms.

Start of clinic day: Perform a biologic check and record any issues (even if none) on the log next to the audiometer before starting clinical sessions. Logs will be checked regularly so that maintenance and repairs can be scheduled in a timely manner.

Biologic check list:

1. Turn on all equipment
2. Audiometer:
a. Perform the following with all transducers (insert earphones, circumaural headphones, supra-aural headphones, speakers, and bone conduction oscillator) bilaterally
   i. Frequencies: 250 to 8000 Hz
   ii. Stimulus types (pulsed, FM, etc.)
   iii. Linearity: Start at 1000 Hz at 10 dB HL and increase in 5-10 dB steps
b. Move cords around to ensure they are not intermittent
c. Listen for other sources of noise when presenting stimuli
d. Confirm that microphone for talk forward/monitored live voice and headset are working
3. VRA:
   a. Confirm screens are on and paired by using remote
4. Tympanometry:
a. Perform a tympanogram using the 2-cc coupler and confirm volume

Daily Clinic Procedures

Student clinicians are expected to arrive at least 15 minutes prior to any scheduled appointments to ensure that clinic spaces and equipment are tidy and operational.

The following is a list of morning procedures which should be completed if a student clinician is the first to work in a given sound booth or lab space:

☐ Turn on lights

☐ Turn on all audiologic equipment

☐ Perform biologic calibration and check of audiometer; document this on log found in sound booths

☐ Perform biologic check of immittance equipment; document this on log found in sound booths

☐ Put away items left to dry overnight after ultrasonic cleaner use

☐ Wipe down equipment

☐ Untangle transducer cords

☐ Tidy up clinic space

☐ Make sure patient is in NOAH

☐ Re-stock supplies (alcohol prep pads, immittance tips, otoscope specula, etc.)

The following is a list of evening procedures which should be completed if a student clinician is the last to work in each sound booth or lab space:

☐ Tidy up clinic space

☐ Dispose of all used single use items

☐ Wipe down equipment

☐ Place items in ultrasonic cleaner, run unit, and take items out to dry overnight

☐ Turn off all audiologic equipment

☐ Turn off lights

☐ Untangle transducer cords

☐ Check that all doors leading to the clinic from other parts of the building (e.g., waiting room) are secure.

Lockers

Lockers are available for students to store belongings. Students must label a locker with their names and are responsible for its contents and security.

Student projects

All student projects from the current semester must be removed from the clinic by the end of the semester. Unclaimed projects will be removed from the clinic after this day. Unclaimed projects are stored in the student locker room on top of the student lockers.

Whiteboards

Whiteboards are cleaned weekly, and they are for educational/clinical use. If there is a note or message that should not be erased, please draw a box around it with the word "SAVE."

Ordering of supplies and equipment

All requests must be reported to Teams so that items can be ordered. Please be specific when making a request by including the item number from the Oaktree catalog. An Oaktree catalog is available next to the computer in the workroom for reference. Allow up to two weeks for orders to be received.

Consultation rooms

Patient education materials in English and Spanish are available in the drawer in each consultation room. These rooms may be used for clinical and research purposes, as well as by instructors for meetings with students. In all cases, these rooms must be reserved and scheduled by the administrative assistant.

Collaborative education space

This space is shared by students, staff, faculty, and the community. It must be organized as five tables with four chairs that are completely pushed in when not in use. The space must be kept clean, and the surfaces will be wiped regularly and after some activities. No furniture or belongings can be moved or kept under the displays in this area.

Break room

Students may bring food, tea, etc. to the break room, but all items must be claimed by the end of the week. Items not claimed will be discarded at the end of the week. Students are responsible for keeping this space clean and tidy. Students must be mindful of conversations due to the proximity of the break room to the waiting room.

Waiting room

The waiting room layout must be maintained. The waiting room has patient education materials, research study flyers, donor information, a monitor, and display cabinets; all areas must be kept organized. Food and drink are not permitted in the waiting room.

Bookshelf

The open education space has a bookshelf with resources and textbooks to be used by students and instructors. Please return resources and books to this shelf when finished.

Research participant scheduling

When scheduling research participants, students are responsible for specifying the space (e.g., booth, consultation room), time, length of appointment, name of the participant(s), etc. Students are also responsible for confirming appointments and sending reminders as needed.

Research equipment check-out procedures

Equipment can be checked out from the work room using the binder on the counter. Any items that need attention must be brought to the attention of the faculty advisor or person responsible for the equipment. Students should prepare for research appointments ahead of time in case the item or space is in use.

Work room

See the diagram below for the layout of the work room. Before starting clinic, students should familiarize themselves with the location of these items.
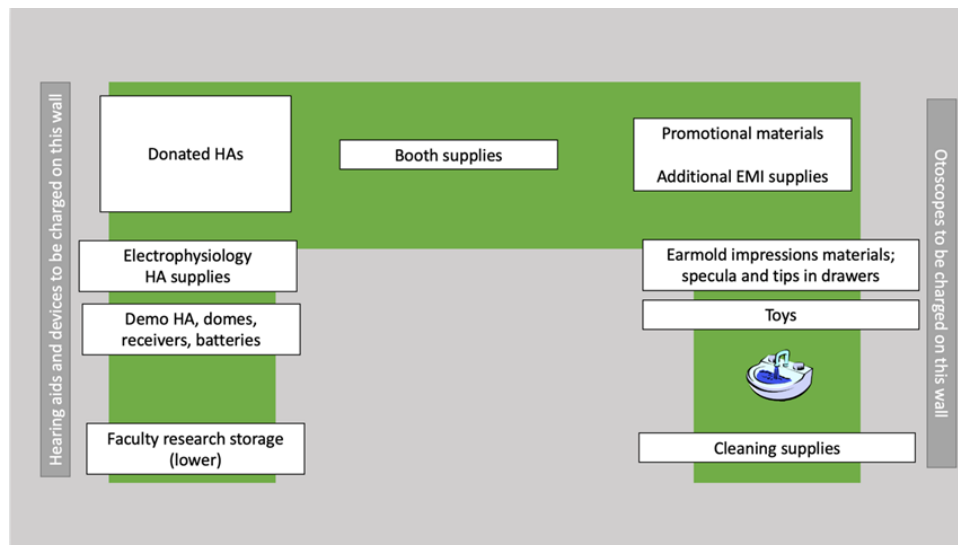
Patient confidentiality
All patient records in the MJRLSHC are confidential. Student clinicians are granted access to personal and medical information on a need-to-know basis, meaning that they only access documents pertaining to those

patients that they are treating. To protect patient confidentiality, the following practices and procedures have been established:

☐ Patients are not to be identified or discussed with family, friends, roommates or any other person outside of the clinic.

☐ Patients may be discussed with clinical instructors, faculty members and fellow students only when such discussions serve a clinical or educational purpose.

☐ Student clinicians are not to exchange information regarding patients with other agencies without a signed release from the patient/parent/legal guardian. Please ensure the proper form has been signed.

☐ Extreme care should be taken when having conversations within this clinic. Clinicians will refrain from discussing patients in hallways, elevators, classrooms or other public spaces, including the clinic waiting room restrooms. All patient-related conversations should be conducted in a private room.

☐ Consultations with parents, legal guardians, family members, or patients should not occur in the waiting room as they directly violate patient confidentiality

☐ Information in the patient's medical record is not to be taken from the clinic or left unattended.

☐ Information from a patient's medical record may not be photocopied or photographed.

☐ Do not leave reports, lesson plans, SOAP notes or any other loose records in clinic rooms, labs, or classrooms.

☐ All documents must be uploaded to the patient's electronic medical record.

Borrowing Equipment

The borrowing of clinic equipment is limited to registered Au.D. students taking the   hearing aid dispensing practical exam and participants in approved outreach hearing screening events. Portable audiometers are reserved for these purposes only. Students must submit a request at least one week in advance, specifying their name, purpose, and expected return date. Borrowers must sign an **Equipment Loan Agreement**, accepting responsibility for proper use, maintenance, and timely return. Equipment for the practical exam must be returned within 24 hours, while equipment for outreach events must be returned within 48 hours unless otherwise approved. Late returns may result in restrictions on future borrowing privileges. Borrowers assume full responsibility for any loss or damage and must report any issues immediately. Equipment cannot be taken off-campus without prior approval and confirmed liability coverage. Equipment used for doctoral projects essential to data collection will be reviewed on a case-by-case basis and will need research committee chair approval. Failure to comply may result in suspension of borrowing privileges.

Chapter IV: On-Campus Clinic Experience

Audiology Appointments

Appointment Type	Appointment Code	Appointment Length
Adult Hearing Evaluation	AE	60 minutes
Pediatric Hearing Evaluation	PAE	90 minutes
Hearing Aid Consultation/Trial	HAC	90 minutes
Hearing aid follow-up	HAF	60 minutes
Tinnitus Evaluations	TE	90 minutes
Vestibular evaluations	VE	120 minutes
OSHA Hearing Screenings	OSHA	30 minutes
Cerumen Management	CM	30 minutes
Ear Mold Impressions	EMI	30 minutes
Auditory Brainstem Response or Auditory Steady State Response Testing	ABR or ASSR	90 minutes
Implantable Device Evaluations (CI and/or BAHA)	CI Eval	90 minutes
Cochlear Implant Mapping Follow ups	CI	90 minutes
Cognitive Screenings	CogS	10 minutes

Clinical assignments

Student clinicians are assigned to clinic time slots and clinical instructors before each semester starts. Clinical assignments are available through the registration system and may be emailed to all student clinicians and clinical instructors as soon as the schedule is finalized. Clinic time slots are based on clinical instructor availability and restrictions related to enrollment in didactic coursework each semester.

Student clinicians are scheduled for clinics based on a randomized system to maintain a high degree of equitability. Because of this, individual requests for scheduling changes will likely not be honored, particularly after the schedule has been disseminated to all clinicians. All inquiries are to be directed to the clinical coordinator. Individual requests that impact other students' schedules will not be facilitated by the clinic coordinator, unless it is an extenuating circumstance, approved by the clinical education coordinator and the department chair.

Supervision

During on-campus clinical rotations, clinical instructors will observe each student clinician 100% during all patient appointments. In addition to the requirements outlined in this manual, each clinical instructor may have specific requirements for their student clinicians. Student clinicians should

check with their clinical instructors to ensure they understand what is expected of them and consult the course syllabus.

Student clinic evaluation

Clinical instructors will meet with student clinicians weekly throughout the semester for patient discussion and appointment preparation/debrief. The first day of clinic will give instructors and student clinicians a chance to review expectations for the semester, student clinician learning styles, and make other general housekeeping arrangements. Students will receive daily verbal feedback upon the completion of each session from their clinical instructors; a Clinical Reflection on Action Form and Calipso student evaluation should be filled at the midterm and final of every semester in the associated methods course and reviewed with clinical instructors to help facilitate self-reflection and constructive criticism.

In addition, student clinicians will receive a formal midterm and final student evaluation during each clinical practicum experience. All student evaluations are completed and maintained in CALIPSO. During the midterm evaluation conference, clinical instructors will meet with each student to discuss their performance. Clinical instructors may offer further suggestions on how a student clinician may improve their performance. The midterm meeting also serves as a time for student clinicians to discuss any concerns they may have regarding their performance, the clinical instructor's expectations, their clinical assignment, etc.

At the end of each semester, clinical instructors will again meet with each student to review their final grade. All clinical instructors will use the approved clinical competencies found in CALIPSO to document clinical performance. Students are encouraged to review the clinical competencies at the beginning of the semester, found in CALIPSO. This will help answer most questions regarding what is being evaluated.

Clinical simulation

Students may be asked to purchase and download to the Smart VS by IHS- Virtual Simulation software . This suite will be used for audiology training for in-house clinic and off-campus practice. Guidelines for use and assessment with the simulator will be determined by individual clinical instructors.

Students are also encouraged to subscribe to Theta at https://www.audiologysimulator.com/. This simulation will help students develop their beginning clinical skills in preparation for work with patients, coursework, and the first-year progress exam. Guidelines for use and assessment with the simulator are determined by individual clinical instructor.

Clinic grade policy

Progress toward meeting clinical policies for passing each clinical experience is documented using the clinical competencies found in the student evaluations in CALIPSO. Final competency scores assigned by clinical instructors determine a student clinician's final grade.

Performance grading scale

70% of the passing grade for clinic is based on the Final Clinical Competency Evaluation Form found on Calipso. The Clinical Competency Form will be completed by your clinical instructor at midterm and final, but it is the final Clinical Competency Report on which most of your clinic grade is based. The Clinical Competency Form is separated into seven (7) general competency categories: Prevention, Screening and Identification, Assessment, Audiologic (Re)habilitation, Pediatric (Re)habilitation, Counseling, Communication, Professional Practice. Each general competency area consists of numerous individual line items. Additionally, there are four (4) essential professional behavior line items.

A passing grade for each clinic competency is a B or higher. A passing grade is obtained by achieving a rating of 4.25 or better on the average combined score of the 7 general competency categories, provided that the student achieves; (a) an average rating of 4.25 or better for each of the 7 general competency categories and (b) a minimum score of 4.25 on all individual competency line items and (c) a pass on all 4 essential professional behavior line items.

Therefore, any student receiving (a) a rating of 4.25 or less on any one (or more) specific line item _or_ (b) a rating of 4.25 or less for a competency category or (c) a rating of fail on any of the essential professional behavior line items, will not pass the clinic, even if their average combined score of the 7 general competency categories is a B or higher. In such cases, a grade of B- will be given for the clinic.

SCORE	LETTER GRADE	DESCRIPTION
5.00-4.65	A	**Exceeds Performance Expectations (Pass)** (Minimum assistance required)
4.64-4.50	A-	• Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented • Demonstrates creative problem solving • Clinical Instructor consults and provides guidance on ideas initiated by student
4.49– 4.35	B+	**Meets Performance Expectations (Pass)**

4.34 – 4.25	B	(Minimum to moderate assistance required) • Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency • Student can problem solve and self-evaluate adequately in-session • Clinical Instructor acts as a collaborator to plan and suggest possible alternatives
4. 24– 4.00	B-	**Needs Improvement in Performance** (Moderate assistance required) • Inconsistently demonstrates clinical skill/behavior • Student's efforts to modify performance result in varying degrees of success • Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively
3.99 – 3.75	C+	
3.74 – 3.50	C	
3.49 – 3.00	C-	
2.99 – 2.75	D+	**Needs Significant Improvement in Performance** (Maximum assistance required) • Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate • Student is aware of need to modify behavior, but is unsure of how to do so • Maximum amount of direction and support from clinical • Supervisor required to perform effectively.
2.74 – 2.50	D	
2.49- 2.25	D-	
2.24 – 1.00	F	**Unacceptable Performance** (Maximum assistance is not effective) • Clinical skill/behavior is not evident most of the time • Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so • Specific direction from Clinical Instructor does not alter unsatisfactory performance

A grade of Incomplete will only be assigned at the discretion of the clinical instructor if a portion of required coursework has not been completed and evaluated during the course due to unforeseen but fully justified reasons and if there is still a possibility of earning credit for the course. It is the responsibility of the student clinician to bring pertinent information to the attention of the clinical instructor and to determine from the clinical instructor the remaining course requirements that must be satisfied to remove the incomplete grade. A final grade is assigned when the work agreed upon

has been completed and evaluated. An Incomplete grade in a practicum must be resolved to the satisfaction of the clinical instructor(s) or the student clinician may not be eligible for subsequent practica and will not be eligible for internship placement.

A performance improvement plan following the terms designated by the university and outlining the timeframe and terms of completion of a grade of Incomplete will be developed by the clinical instructor and student clinician, in consultation with the audiology clinic director and audiology program director. Clinic clock hours will not be awarded until successful completion of the practicum assignment according to the terms of the performance improvement plan.

An Incomplete must be made up within the time limit specified by the instructor when the completed "I" grade is assigned. The time limit may not extend beyond 12 months. If the instructor does not specify a time limit, then the student must meet the conditions specified by the instructor within 12 months from the day grades are due on the academic calendar (the last day of the term) the same term in which the "I" grade was assigned. This limitation prevails whether the student maintains continuous enrollment. Failure to complete the assigned work will result in an Incomplete being converted to an "F" or "NC" on the academic transcript.

Performance Improvement Plans

If a student clinician is at risk for not meeting clinical competency expectations for any competency line item or total competency score, (a) performance improvement plan(s) (PIP) found in the Appendix D will be formulated as required. PIPs are designed to improve a student clinician's knowledge and skills in specific area(s) of weakness.

If a performance improvement plan is necessary, the following steps will take place:

- The clinical instructor will write an appropriate PIP following department guidelines, using the department specific PIP template.
- The PIP will be approved by the clinic education coordinator, methods instructor, and clinical instructor, and reviewed with the student clinician and signed by all required parties.
- Progress made related to the PIP goal(s) will be considered by the clinical instructor before determining the final clinical competency scores and posting the course grade.
- If a PIP is required in more than one clinic in each semester or if a student has failed a previous clinic and a PIP is a required in a subsequent clinic, then a department level PIP is required and will be written by the department chair in consultation with the clinical instructor, the student clinician, and the clinic director.

Student grievance procedure

Please see the CSAD website for all information regarding pathways to student grievance. This can be found here: https://www.csus.edu/college/health-human-services/communication-sciences-disorders/_internal/_documents/policy/csad-student-concerns-complaints-and-unlawful-conduct.pdf

Should a condition exist that a student believes is in violation of the rules, procedures, policies, or the standards of the university or accreditation bodies, it is important that they bring it to the

attention of the appropriate individual or office. An attempt at an informal resolution should be the first action taken by the student.

Patient Electronic Health Records System (EHR System)

Patient information will be maintained within CounselEAR, a web-based program. Access to a patient's electronic health record (EHR) is on a need-to-know basis only; this means that student clinicians and clinical instructors are the only ones to access EHRs of patients they expect to be working with in the clinic.

Students will be given access to CounselEAR by the Clinical Education Coordinator through their CSUS email addresses and temporary passwords.

Student clinicians may only use CounselEAR to access records and information on one of the audiology clinic computers; access on personal laptops or non-clinic computers is NOT permitted under any circumstances. Access outside of the clinic may result in loss or suspension of access privileges and/or the initiation of a PIP. Loss of these privileges may affect the student's ability to complete their rotation promptly. Users must observe HIPAA-compliant procedures when they are in shared clinical spaces.

All assessments, results, reports, etc. associated with a given patient must be uploaded to that patient's EHR. Initial EHR training will be provided to students during CSAD 610 Introduction to Clinic, but additional training is available through Counsel Ear's video tutorials. Students will be provided with a login and access to the EHR during the semester(s) they are completing clinical rotations on-campus at the MJRLSHC Audiology Clinic.

Using CounselEAR

To view assigned patients, go to the Schedule tab.
Make sure the date is correct.
Hover over the appointment and click your patient's name in blue.
Uploaded or scanned documents from the patient (e.g., case history, questionnaire, COVID-19 screening, etc.) will be under the Docs tab.

Required documentation

You will receive specific instructions and guidelines regarding professional report writing from your clinical supervisors/instructors.

The following documentation and clinical record keeping is required for every patient encounter:
- After every patient encounter, student clinicians must enter either a Professional Report or a Chart.
- Students must submit a first draft of the report to the clinical instructor within 2 business days of the appointment.

- Feedback from the supervisors should be used to edit the report and the same mistake should not be corrected twice.
- Reports must be finalized between student clinicians and clinical instructors no later than two weeks after an appointment and final reports must be sent in CounselEAR by clinical supervisor when finalized.
- The use of AI or automated tools in the writing or generation of reports is strictly prohibited and will be considered a violation of our academic and professional integrity policies.
- Failure to follow these steps may affect the student's clinic grade.
- Students should work on clinical reports during clinic time, but they can also access their reports whenever the clinic is open and staffed by faculty or staff.

Patient report distribution

Patients can request copies of finalized reports; these can be picked up in person, emailed, or mailed to patients. For reports or records to be mailed, patients must have a completed "Request for Information to be Sent" form on file. Only reports finalized and co-signed by student clinicians and clinical instructors can be disseminated to patients; reports in progress are not to be distributed. Information in finalized reports is part of a patient's medical record; in accordance with professional expectations for audiologists, these reports are to be grammar and spelling-error free and contain the correct information.

Patient attendance

If a patient does not attend an appointment, students are expected to work on clinical skills development with their clinical instructors during the appointment time slot. This might include clinical simulations working with virtual patients or lab skills, completing mock assessments, discussing diagnostic or (re)habilitative procedures, seeing walk-in patients for hearing aid troubleshooting, servicing hearing aids which may have been dropped off at the clinic for servicing, restocking of equipment and supplies, or other tasks as assigned by the clinical instructor.

If a patient is late to a scheduled appointment, it is up to the discretion of the student clinician and clinical instructor to determine if the visit can be completed as planned or will need to be rescheduled. Patients chronically late or absent to scheduled sessions may be dismissed from the clinic. Patient absenteeism and lateness to scheduled appointments should be documented in the patient's chart and in the report.

Patient parking

Patients will need to check in at the front desk and pick up a CSUS parking pass to be displayed on their dashboard. These passes are provided at no charge to the patient. Parking passes are not for student use.

Universal Precautions and Infection Control

Universal precautions are hygienic measures used to prevent the spread of infectious diseases and to minimize the risk of exposure to infection for clinicians, students, patients, and research study volunteers. Anyone working within the audiology clinic at Sacramento State must adhere to the

infection control procedures outlined within this handbook. Student clinicians are trained in Universal Precautions and Personal Protective Equipment (PPE) through a health module suggested by the department; this module should be completed prior to start of clinic and proof of completion uploaded to CALIPSO. All clinical spaces (labs, sound booths, fitting rooms, vestibular suite, etc.) are equipped with the following equipment:

- Protective hand gloves (latex and/or nitrile)
- Facial tissues
- Antibacterial hand sanitizer
- Disinfectant surface wipes

When providing clinical services or meeting other students or patients for research purposes, student clinicians must also follow these universal precautions.

-
- Handwashing is the most effective practice for preventing pathogen spread. Handwashing should be completed upon arrival in the clinic, before and after
- contact with every patient, after handling food, after using the toilet, after removing gloves, and before leaving the clinic. Your hands should also be washed after sneezing, coughing or wiping your nose.
- If a handwashing station is not readily available, hand sanitizer can be used if the hands are not visibly soiled.
- Appropriately sized gloves should be worn when contact with blood, bodily fluids containing blood, mucous membranes or non-intact skin is expected. Gloves are one-time use only and should be properly disposed of following use. Take care when removing gloves to avoid contact with any potentially soiled areas.
- All clinical surfaces and equipment should be disinfected with before and after use; this includes tables, chairs, computer keyboards, patient response buttons, toys, tables, cables, headphones, and bone oscillator bands.
- Non-reusable disposable clinical items should be immediately removed from clinical equipment after use; this includes specula from otoscopes, headphones insert, headphone covers, probe tips, electrodes, needle vacuum tips, etc.
- If there is an incident involving bodily fluids, use a disinfectant to clean up the area and ask staff to request housekeeping services. If a patient is bleeding or vomiting, notify the clinical instructor immediately.
- For Cerumen management, please use gloves and aprons. These items and any used disposable tools will need to be discarded in the hazardous bin in the audiology clinic work room. This bin is cleared by University Risk Management monthly.

Handling hearing aids and earmolds
Hearing aids, cochlear implant processors, BAHAs and earmolds are assumed to be contaminated with bodily fluids and should always be handled with gloved hands. The following steps should be followed when working with hearing aids:

- Receive device(s) and earmold(s) in gloved hand.
- Clean device(s) and earmold(s) with disinfectant wipe.
- Sanitize hearing aid stethoscope prior to and after attaching it to previously sanitized hearing aid or earmold.
- Do not set device(s) on counter or table without barrier; instead, place device(s) or earmold(s) on facial tissue. If a device or earmold encounters a tabletop or counter, sanitize both the surface and the device or earmold.
- Failure to follow infection control procedures will result in a verbal warning, followed by a performance improvement plan (PIP), followed by a reduction in clinic grade, if not remedied.

Emergency Procedures

In the event of an emergency, call campus police at 8-6000 and 911.

Suspected Fire or Sounded Alarm

In the event of a suspected fire or when the fire alarm is sounded, the following procedures must be followed:
- All personnel, including students, faculty, clinical instructors, staff, and patients, must evacuate the building by way of stairwells; elevator use is not permitted.
- Attempt to evacuate non-ambulatory individuals by way of stairwells using emergency evacuation devices located near stairwells
  - Mobility-impaired individuals should be placed in the fire exit stairwells or other secure location.
  - Notify campus police and first responders of any individuals remaining in the building and their exact location.
- Following evacuation of the building, all individuals should congregate at a designated meeting point by the freeway north of Folsom Hall.
- Returning to the building is strictly prohibited until all clear signals have been given by campus police and the building safety marshal.

Accidents or Injuries

All accidents and injuries, whether to staff, faculty, students, or visitors (patients and caregivers) must be reported to the department administration immediately. If necessary, call 911.

Per Campus Policies, a Report of Incident or Accident form must be completed by the injured and submitted to Environmental Health and Safety (EH7S) within five days of the injury, preferably within 24 hours. Forms are available from the HR Department Website: http://www.csus.edu/aba/ABA-Files-Configs/documents/forms/riskMgmt/ReportAccidentIncidentForm.pdf

If the injured is a student, the student should be directed to the Student Health Center on campus (and assisted, if necessary). They will assess the degree of injury and complete an incident report form.

Non-life-threatening incidents
If a non-injury incident occurs, such as someone who is unable to control their temper, and a threat is perceived, the student clinician should call the campus police at 8-6000. If the dispatcher at that number feels that 911 should be contacted, he or she will do so. Incidents should be reported to the department administration immediately.

Suspected child or adult abuse
Audiologists and other allied health professionals are considered by the State of California to be "mandated reporters". We are required by law to report suspected physical abuse or serious neglect. Students who suspect abuse should discuss the concern at the very first available opportunity with their clinical instructor. If the clinical instructor feels that the concern is valid, he or she must call Child Protective Services or Adult Protective Services immediately. The clinical instructor will need to follow-up by completing a written report on the incident.

This is the link for Mandatory Reporting of Child Abuse and Neglect Executive Order 1083 Revised July 21, 2017, from the CSU Chancellor: https://calstate.policystat.com/policy/10927154/latest/ Please contact the Office of Equal Opportunity, Human Resources, for questions regarding additional CSU reporting policies.

Clinic key fobs
Graduate students will be issued a key fob to allow access to the clinic. This fob will allow students to enter the reception desk door that leads directly into the clinic waiting room. This door is locked at all times and is not to be propped open for any reason.

Key request forms will be available each semester one week before the first day of classes. These forms will be provided to the student by the department prior to clinic start. Please take the key request form to Facilities Management along with a student One Card to receive the fob. Facilities Management is open Monday to Friday 8:00am – 4:00pm. Fobs will deactivate during the winter recess and automatically reactivate the first day of classes during the following spring or summer semester. Your fobs will deactivate on the last day of finals week each semester.

Students are provided with one complimentary fob at the beginning of graduate school. If lost, the student is responsible for paying for a replacement at Facilities Management. The department is not responsible for paying the associated fees to replace a fob.

Students will turn the fob back in at Facilities Management after successfully completing their last semester of clinic. The student's degree conferral will be held up if the fob is not returned to Facilities.

Clinical instructor evaluation & self-evaluations.
At the end of each clinical semester, students will be asked to complete clinical instructor evaluations. Students are asked to be as thorough and constructive as possible when completing

these evaluations. Clinical instructors are provided with the information only after grades have been posted and students' anonymity is maintained. Students are also required to complete self-evaluations at the mid-term and final evaluations stage on Calipso.

Chapter VI: Clinical Internship

Off-campus clinical internships (CSAD 650C, 660C, 670C, and 680C) contribute to students developing advanced clinical skills in a variety approved of off-campus settings; these might include placements in hospitals, private practices, schools, ENT offices, etc. Off-campus clinic internship rotations will begin the spring semester of the second year of the Au.D. program for a total of four off-campus clinical internship rotations completed in spring and summer of the second year and fall and spring of the third year.

Eligibility for Off-Campus Clinical Internship

To be eligible for off-campus clinical internship rotations, students must have successfully completed all program requirements leading up the off-campus clinic experience, including:

· Successful completion of all required Au.D. coursework leading up to the spring semester of the second year
· Successful completion of CSAD 510 Audiology Progress Exam
· Successfully complete all four on-campus clinical rotations (620C, 630C, and 640C) with a grade of B or better and meet the associated clinical competencies

Site-Specific Pre-Requisite Requirements for Off-Campus Clinical Internships

Some off-campus clinical internship sites have internal requirements for pre-requisites which students may need to complete before placement. These might include enrolling in platforms such as [MyClinicalExchange](#) (MCE), obtaining additional or uploading current background checks or fingerprinting, certain vaccinations, physical examination, internal site-specific training requirements, etc. Students will be informed of additional requirements required by off-campus clinical internship sites prior to the start of their rotations. Students must have completed these requirements before every clinical internship experience starts, if applicable.

Determination of Clinical Assignments

Off-campus clinical internship rotations may take place two to three full days a week, with placements changing each term to allow students to experience a variety of different settings and service-delivery models. Students will be invited to complete an Off-campus Clinical Internship Placement survey during the prior semester's midterm period. Students' interests, preferences and how they relate to future career goals will be considered when assigning clinical internship rotations. Students may be required to commute up to 2 hours (one way) per clinical rotation, depending on availability of sites that semester.

Students are expected to provide their own transportation to off-campus clinical internship sites. Although most off-campus clinical internship sites will be in the greater Sacramento area, students should expect to be placed at specialized sites which may require more extensive commuting times. The relative benefits of such a placement and the associated commuting time will be discussed with the student.

A formal affiliation agreement between Sacramento State and the clinical internship site must be in place before a student attend that site. If a site does not have a placement agreement, please request one through the clinical education coordinator as soon as possible, as it can take 6-12 months before an agreement can be an assignment.

Preceptor Requirements and Site Selection
On-campus clinical instructor and off-campus supervisor expectations are as follows:

☐ Student clinicians and interns must be supervised by a clinical instructor or supervisor who possesses a current and valid California License in Audiology.
☐ Clinical instructors and supervisors must be on site and available 100% of the time.
Off-campus supervisor selection, site selection and the contract process are outlined as follows:

Potential off-campus supervisor is required to submit the following:

o A Supervisor Placement Form/survey describing the site(s) served, including populations, age ranges, services offered and supervision experience.
o A resume/CV
   • Site Information Form on Calipso
o A copy of current ASHA CCC (if applicable), CA Audiology License, and proof of supervisory training
☐ The internship/externship coordinator evaluates the submitted information, virtually meets with the potential off-campus supervisor, and/or visits the site(s) (if appropriate) and consults with faculty as necessary to confirm placing the off-campus supervisor /site(s) on the active list.
☐ Once a supervisor is placed on the active list, he or she will receive an email each semester asking if he or she is available to host a student intern the following semester. The internship/externship coordinator will then inform the supervisor /site if he/she/they has a student to place with the preceptor. The supervisor, students, and university liaisons are then invited to various training/open houses throughout the semester, where we provide the specific, required supervision training.
☐ Once a potential clinical site or the department has initiated an internship placement request, the internship/externship coordinator requests that the Sacramento State procurement department send a contract to the potential clinical site for approval, if not already established or active.
☐ Once the University and the clinical site have approved and signed the contract, the now approved clinical site can accept internship placements for the period specified in the contract.

☐ Approved clinical internship/externship sites will be reviewed by site visit liaisons every semester through in-person site visit; if this is not possible, such as due to geographic barriers, site visits will be conducted virtually.

- Placements are ultimately decided by the clinical education coordinator/internship liaison. Students are expected to remain at their site unless otherwise discussed and approved by the CEC.

PRECEPTOR CONFLICT OF INTEREST POLICY

To avoid any potential conflict of interest and potential ethical issues, clinical placements for off-campus rotations or externships experiences are not allowed at a site of a current or previous employer, or any immediate, extended family member or close personal friend of the student or student's family. This includes either a primary site or a satellite office.

Scheduling of Clinical Internships

Off-campus clinical internship rotations must always be arranged for and scheduled by clinical internship coordinator. Rotations will be scheduled two to three full days a week depending on off-campus clinical internship site availability and didactic coursework requirements and schedules in each semester. The hours a student may expect to spend at a site on any given day may vary depending on the site and preceptor; for example, a school placement may require students to be on site as early as 7 am, while a private practice setting may have later start and end times.

Clinical Rotation Dismissal and Consequences

A student may be dismissed from a clinical rotation due to unprofessional behavior, failure to meet clinical competencies, violation of clinic policies, ethical breaches, or actions that compromise patient care. Dismissal from clinical rotation is a serious matter and will be reviewed by clinical faculty and program leadership. Consequences may include but are not limited to remediation requirements, reassignment to a different clinical site, a delay in program progression, or referral to the academic review committee for further action. In cases of repeated offenses or egregious violations, dismissal from the Doctor of Audiology program may be considered. Students dismissed from rotation must meet with a faculty committee to discuss next steps and any required actions before being considered for future placements.

Student Coordination with Off-Campus Clinical Site

Once students have been assigned to an off-campus clinical internship site, they must reach out to their assigned supervisor via email, offering a brief introduction and to determine if any additional requirements need to be completed. Students should also complete a weekly reflection due on the assigned course CANVAS page.

Students should work with their clinical sites in case of inclement weather or campus closures to determine if it is safe to attend sessions for that day(s). In this case, a Absence Form must be submitted, and make-up days must be arranged and indicated on the form.

Internship Course Requirements to be completed on Calipso (deadline in the syllabus)

- Self-evaluations (mid-term and final)
- Supervisor Feedback Form
- Student Evaluation of Off-Campus Placement

Chapter VII: Clinical Externship

Clinical education culminates with the fourth-year externship (CSAD 710E, CSAD 720E, CSAD 730E), which is a full time, 12-month-long clinical experience where students work towards mastering clinical independence under collaborative supervision of a clinical preceptor at an approved site. Students will additionally be enrolled in clinical methods courses (CSAD 710, CSAD 720, CSAD 730) during their externship experience.

Eligibility and Pre-Requisites for Clinical Externship

The off-campus clinical externship is a 12-month clinical experience starting in the summer of the third year of the Au.D. program of study and entails registration in CSAD 710E, CSAD 720E, and CSAD 730E.

To be eligible for off-campus clinical internship rotations, students must have successfully completed all program requirements leading up this the externship, including:

·   Successful completion of all required Au.D. coursework leading up to the spring semester of the third year
·   Successful completion of all four off-campus clinical rotations (CSAD 650C, 660C, 670C, and 680C) with a grade of For better and meet the associated clinical competencies
·   Submitted proof of passing Praxis score
·   Completion of audiology doctoral project
·   Successful completion of audiology progress and comprehensive exams
·   Remediation efforts throughout the program of study leading up to the fourth year off-campus clinical externship may result in a delayed start to the externship.

Temporary License for Clinical Externship in California Requirement

Students who complete the externship in California must get a temporary license before starting it. The audiologist who will serve as the primary supervisory preceptor during the externship experience will registeras the Required Professional Experience (RPE) supervisor of record. Failure to register for RPE and file for temporary license before beginning the externship may result in ineligibility for audiology licensure in California. The application for RPE and temporary licensure in California can be found here: https://www.speechandhearing.ca.gov/forms_pubs/app_pack_au.pdf

To be eligible for the temporary license required for externships in California, students must provide proof of at least **300 CALIPSO patient clock hours** logged and be in good standing with the program. The application must be approved by the **program director** and submitted through the online portal of the **Speech-Language Pathology, Audiology, and Hearing Aid Dispensers Board**.

Clinical Externship Site Information

Sacramento State has existing relationships and contracts in place with various clinical placement sites throughout the State of California. Each placement is required to fill out a site information form on Calipso.

Establishing Clinical Externship Sites

Processes and procedures for establishing clinical externship sites are the same as for establishing off-campus clinical internship sites and have been previously delineated in this document. Students are encouraged to discuss interest in a non-approved externship site with the audiology internship/externship coordinator in a timely manner to allow for contracts to be established.

Applying for Clinical Externship Placements

Most externship sites require a formal application package, which minimally includes a cover letter, CV/resume, and letters of recommendation. Most externship sites also require an on-site interview. Externships may have an associated compensation package, but this is more often the exception rather than the norm. California does not participate with the National Council for State Authorization Reciprocity Agreements (NC-SARA); students may be unable to complete externships outside of California. The below list is subject to change:

Unable to apply: Kentucky

Maybe apply: (this is set by the states, so it depends on being able to receive authorization/exemption): D.C., Iowa, Montana, New Hampshire, New York, North Carolina, Ohio, Oklahoma, Oregon, Rhode Island, Tennessee, and Texas

Out of the Maybe states in the past our students have externed in Texas and Montana.

Yes, can apply: All other states

Before applying for externships, students must meet with the Clinical Education Coordinator after completing this form: https://surveys.csus.edu/jfe/form/SV_da4C9vgHsuEr22W Documents will be reviewed by the Clinical Education Coordinator prior to the student applying for a position. These meetings will occur in the summer semester.

The suggested timeline for externships is below:

Student/Faculty Search Process:	Students/faculty investigate program opportunities, requirements, deadlines; July through October
Application Period Open:	Extern sites accept applications during this time; September and October
Application Submitted:	Final date for sites accepting applications; October 31
Applications Files Completed:	Letters and transcripts to be on file; November 15
Interviews:	Externship interviews scheduled and completed; December and January
Offers Made:	Offers made by sites to students on February 1
Accepted Round 1:	Offers accepted by students within 2 weeks
Follow-up Offers Completed:	Process completed by March 31
Externship begins:	June 1 – July 1

Source: https://saa.audiology.org/career-resources/externships/#suggestedtimeline

Assessment of Clinical Externships

In cooperation with the externship site, careful monitoring and reporting of student progress will continue throughout the externship year. Clinical contact hours should be logged in to CALIPSO and will need to be approved by the supervising preceptor. Approved clinical internship/externship sites will be reviewed by site visit liaisons every semester through in-person site visit; if this is not possible, such as due to geographic barriers, site visits will be conducted virtually.

Commitment to Externship Agreements

It is imperative that students exercise careful consideration when choosing and accepting externship placements. The decision-making process should prioritize the quality of the externship experience over factors such as compensation or convenience. Students are encouraged to thoroughly assess the learning opportunities, mentorship, and overall educational value offered by each potential site.

Taking the first offer or accepting an externship based solely on compensation may not align with the goal of obtaining a comprehensive and enriching clinical experience. Instead, students are encouraged to evaluate potential externship sites based on their alignment with individual learning goals, the expertise of the clinical staff, and the diversity of clinical cases encountered.

Upon acceptance of an externship placement, students are expected to uphold their commitment to the agreed-upon externship site. All applications to pending sites must be promptly canceled once a student has confirmed their intent to complete the externship with a specific placement.

By adhering to these principles, students contribute to fostering a positive and respectful relationship between educational institutions and externship sites, ensuring a mutually beneficial experience for all parties involved.

Students will receive the following in their Externship "packets"

- Externship letter outlining the course they are enrolled in, syllabus & attendance policy.
- Externship Learning Contract II – Appendix B
- Externship Learning Contract II – Appendix C

Fulfillment of the Clinical Externship

Students are required to complete the full 12 months regardless of the number of hours approved as this is a requirement for audiology licensure in California; most students, however, will accrue about 1820-2000 hours through the experience. Clinical externships may be in the greater Sacramento area, California state or any other state, depending on NC-SARA approval and may require relocation.

Upon successful completion of the externship, each student will have met all academic and clinical requirements for California licensure, ACAE and CAA accreditation, and American Board of Audiology Certification. The Certificate of Clinical Competency in Audiology (CCC-A) is provided by the Council for Clinical Competency (CFCC) through ASHA. This is an optional certification that requires full-time equivalent supervision by an audiologist who holds a current CCC-A through ASHA. Other requirements may be necessary for obtaining licensure in another state or country.

Externship Course Requirements to be completed on Calipso (deadline in the syllabus)

- Self-evaluations (mid-term and final)
- Supervisor Feedback Form
- Student Evaluation of Off-Campus Placement

Licensure and Certification

Licensure Requirements

Licensure is the responsibility of the student and is independent of the Au.D. program and university. Licensure requirements vary by State. Students can receive guidance from the program and clinical education coordinator to verify if they have met/not met the requirements for licensure outside of the state of California.

Requirements for California Audiology Licensure

The following documentation is required by the California Speech-Language Pathology, Audiology and Hearing Aid Dispensing Board (SLPAHADB) for audiology licensure:

·   Evidence of Au.D.
·   Completion of 12-months (1820 patient clock hours) or its part time equivalent of a Clinical externship
·   Official transcripts
·   Copy of diploma or Letter of Completion
·   Clinical Practicum Verification Form
·   Valid fingerprints

Licensing requirements change periodically and can be reviewed here; it is the student's responsibility to keep abreast with said requirements:
http://www.speechandhearing.ca.gov/applicants/app_pack_au.shtml

Clinical Practicum Verification Form for California Licensure

Within 10 days of completion of the externship, students are to download the Clinical Practicum Verification form from the SLPAHAD Board's website, complete the form, and send it to the audiology clinic director. The audiology clinic director will submit the Clinical Practicum Verification form to the SLPAHAD Board directly.

Requirements for California Dispensing Audiology Licensure

In addition to the requirements described above, students must apply for a Dispensing Audiology license in the State of California during their program of study through the California SLPAHAD Board. Obtaining a Hearing Aid Dispensing License is a two-fold process involving a written and practical exam. The application for the Hearing Aid Dispensing License can be found on the SLPAHAD Board's website here:
https://www.speechandhearing.ca.gov/applicants/qual_app_had.shtml

Students should complete Option 1: Applicant/Written Exam – No License. Students should register for the written exam in the summer of the first year of the program of study as processing times for application are upwards of 4 weeks. Students must complete this by the beginning of the 5th semester. Once the application is processed, the SLPAHAD Board will send registration instructions for the written exam.

After successful completion of the written exam, the SLPAHAD Board will send notification of eligibility to schedule the practical exam.

Information regarding the written and practical exam test dates, as well as study guides for the written and practical exams, can be found on the SLPAHAD Board website here:
https://www.speechandhearing.ca.gov/applicants/exam_had.shtml

Students must complete the entire process by the end of the 8th semester.

Obtaining the Certificate of Clinical Competence (CCC-A) from ASHA

Instructions on how to file for CCC-A certification and the corresponding application can be found on the ASHA website:https://www.asha.org/Certification/AuDCertification/

Student progress towards certification is tracked in CALIPSO; students who have not completed a fourth-year externship experience under a CCC-A audiologist will have the opportunity to earn CCC-A certification by obtaining Clinical Fellowship hours under a ASHA certified audiologist post-graduation.

Appendices

Appendix A- Technical Standards

Department of Communication Sciences and Disorders
Doctor of Audiology Program
Technical Standards

The Doctor of Audiology (Au.D.) program is committed to educating and training students to become competent and compassionate audiologists. To achieve this goal, students must meet certain technical standards to succeed in the program and become proficient clinicians. The following technical standards outline the essential skills, abilities, and attributes that are necessary for the successful completion of the Sacramento State Au.D. program.

Technical Standards:

1. **Motor and Sensory Skills:**
- Ability to perform tasks that require extended periods of standing, walking, and moving around various clinical facilities.
- Ability to maintain attention and concentration for extended periods for detailed assessments and report writing.
- Ability to lift and carry instrumentation.

- Ability to hold up patients as necessary to provide audiological care, particularly during vestibular assessments.
- Capability to perform tasks that require hand-eye coordination safely.
- Ability to access reliable transportation to on-campus and off-site clinical placements and in-person didactic courses.
- Ability to discriminate and detect fine details (e.g., observing patient responses, reading audiograms) with sufficient visual and auditory acuity (with the use of aids when applicable) to accurately assess and diagnose patients' hearing and balance disorders.
- Ability to distinguish auditory signals across various pitches and volume levels.
- Possession of sufficient manual dexterity and fine motor skills to perform delicate audiological procedures, such as adjusting hearing aids and conducting ear examinations.
- Ability to interpret and comprehend text, numbers, and graphs related to the practice of audiology.
- Ability to use diagnostic tools and equipment effectively, interpret test results, and make clinical decisions based on visual and auditory information.
- Ability to monitor and respond to instrumentation sounds, signals, and alarms.

2. **Communication Skills:**
- Possession of verbal, non-verbal, and written communication skills to effectively interact with patients, peers, families, faculty, staff, colleagues, and other healthcare professionals in written and spoken English
- Ability to explain complex audiological concepts to patients and families and provide clear instructions for treatment and care.
- Ability to perceive non-verbal cues.
- Ability to produce reports and maintain patient confidentiality in a timely and accurate manner.

3. **Cognitive and Critical Thinking Abilities:**
- Ability to assimilate, analyze, synthesize, and integrate information from various sources, including patient histories, test results, and research literature, using problem-solving to make judgements and conclusions
- Ability to use the above skills to accurately diagnose various hearing and balance disorders and develop appropriate treatment plans.
- Ability to understand three-dimensional structures and the spatial relationships of these structures as they relate to hearing.
- Capacity to be continuously up to date with the latest research and implement evidence-based research into clinical practice.

4. **Behavioral and Social Skills:**
- Possession of emotional and psychological resilience to effectively cope with the emotional demands of patient care, including dealing with patients experiencing hearing loss and other related issues.
- Ability to identify and modify behaviors according to feedback received.
- Possessions of emotional stability, adaptability and resilience to effectively function under stress in a changing academic and clinical environment.
- Possession of compassion, empathy, and integrity in all professional interactions.

- Ability to seek support and utilize appropriate resources when facing challenging emotional situations.
- Capacity to manage situations in a safe, culturally sensitive, and professional manner.
- Capability for providing care to a broad and diverse range of patients in a respectful and empathetic manner.

5. **Professional and Ethical Standards**
- Demonstration of professionalism, ethical behavior, and respect for cultural diversity in all interactions with patients, colleagues, and the community.
- Protection of patient confidentiality and adherence to HIPAA guidelines in accordance with the AAA and ASHA Code of Ethics documents.
- Adherence to ethical standards and maintain patient confidentiality at all times.
- Capability to uphold patient rights and effectively manage emotionally, physically or intellectually challenging and unpredictable situations.
- Acknowledgement and constructive response to feedback of all types.

6. **Technology Proficiency:**
- Proficiency in using modern audiological equipment, software, and technology for assessments, diagnostics, and treatment.
- Competence with computer systems for patient records, testing, online communication, and classwork.
- Ability to adapt and learn about new audiologic or campus/clinic-based technologies

7. **Universal Precautions and Safety Guidelines**
- Use of infection control to minimize the risk of spreading bloodborne pathogens and other infectious agents.
- Ability to utilize Personal Protective Equipment (PPE) including gloves, masks, goggles, and gowns, when handling potentially infectious materials or interacting with patients.
- Practicing of proper hand hygiene by washing their hands thoroughly with soap and water for at least 20 seconds or using alcohol-based hand sanitizers before and after patient interactions, after glove removal, and after touching potentially contaminated surfaces.
- Ability to distinguish between cleaning, disinfecting and sterilizing protocols as it relates to audiology equipment, workstations and clinic supplies to prevent the spread of infection.
- Ability to maintain up-to-date vaccinations and undergo regular health screenings as required by the program and university.
- Awareness of the reporting process for potential exposures to infectious materials and should seek immediate medical evaluation and treatment when necessary.
- Preparedness to practice on and off campus clinical placement disaster/emergency procedures and ability to make immediate responses.

Reasonable Accommodations:

The Au.D. program at California State University-Sacramento is dedicated to ensuring that qualified students with disabilities receive reasonable accommodation to meet the program's technical standards. The Department of Communication Sciences and Disorders aims to provide equal access to its programs, services, and activities for individuals with disabilities.

If you have a documented disability and have received verification from the Disability Access Center (DAC), previously known as Services to Students with Disabilities (SSWD), and you wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide the necessary documentation of their disability to the DAC and to meet with a DAC counselor to request special accommodations before classes begin.

The Sacramento State Disability Access Center offers a wide range of support services and accommodations for students in didactic courses to ensure equal access and opportunity to pursue educational goals. However, please note that this accommodation may not apply to off-campus clinical placements.

The DAC collaborates with students, faculty, staff, and administrators to provide consultations and serve as an informational resource on disability-related issues for the campus community.

The DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only), or via email at dac@csus.edu.

Conclusion:
These technical standards are essential to ensure that graduates of the Au.D. program can provide safe, effective, and compassionate audiological care to patients. All students are expected to meet these standards with or without reasonable accommodations to successfully complete the program. Students should evaluate their skills and abilities to meet these standards. It is the responsibility of the student to notify the program director, clinical education coordinator, and/or DAC if they anticipate or experience challenges in meeting the above standards.
Note: These technical standards are subject to periodic review and may be updated as needed to reflect the evolution of standards of the program and clinical practices in the audiology profession.

Technical Standards Statement

ALL STUDENTS MUST SIGN & DATE THE STATEMENT BELOW and submit it to the Audiology Clinical Education Coordinator no later than 1 month before the start of their program.

I certify that I have read and understand the attached technical standards and I believe to the best of my knowledge that I am able to meet each of these standards.

Without accommodation   *with reasonable accommodation for a disability*

I understand that if I am unable to meet these standards with or without reasonable accommodations now or in the future, I will be denied permission to enroll or continue in the program.

_____

Please Print Name

_____

Signature

_____

Date

Resources for Students with Disabilities

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Disabilities Access Center (DAC)(formerly known as SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to DAC and meet with a DAC counselor to request special accommodation before classes start. Sacramento State Services to Disabilities Access Center (DAC) offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community.

DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at dac@csus.edu.

Appendix B – Externship Learning Contract I

Students are expected to show up at the clinic every day and keep track of on-site "shift" hours. This can be tracked anyway you like; I would suggest using an Excel spreadsheet. Documentation of your on-site hours can be requested by me at any time.

Communication

Names	1. Preceptor(s)	
	2. Emergency Cancellation Procedure (i.e. clinician illness, death in the family)	
	3. Contact info at work:	
	4. Contact info at home (preferred or not?):	
What happens if…	1. I am ill	
	2. Preceptor is ill/absent from work	
	3. Inclement Weather	
	4. Professional absence i.e. to attend a conference(s))	
Preferred form of Address Supervisor/Self	1. Preceptor	
	2. Preceptor in front of Patient	
	3. Self (to patients)	

Background Knowledge	1. Student- coursework; past experiences, strengths; goals	
	2. Preceptor- clinical experiences; areas of expertise; supervisory experiences	

Logistics

Pre-Placement requirements (e.g. orientation, badge; computer access)	1. What needs to be done where/how and with whom	
Schedule	Specific days/times of clinic placement	
Attire	1. Appropriate/Suggested	
	2. Inappropriate	
Materials	1. Materials/supplies student should bring	
	2. Material/supplies available for student	
Meals	Availability of food on site; refrigerator; locations for earing, eat with other staff?	
Restrooms	Locations	
Introduction to other key staff	1. Other Au. D, SLP staff on site	
	2. Support staff (names & roles)	
Scheduling	1. Where to get schedule	
	2. What happens if patient cancels?	
	3. How to know appt type?	
	4. What to do if running behind?	

Clinical Learning

Schedule & Typical types of appointments	Preceptor's responsibilities and typical schedule and clinical services provided (that student will be involved with):	
Role in seeing patients:	**SMART GOALS (OUTLINE):**	1.
		2.
		3.
Logging Hours	1.	
Feedback	Preceptor to Student	

	1. Provide feedback on learning	
	2. Feedback during session/appt	
	3. Feedback after session/apt	
	4. Scheduled discussions (end of day/end of week?)	
	Student to Preceptor	
	1. Preferred mode of feedback	
	2. Preferred timing of feedback	
	3. Plan for student to provide feedback on supervisory techniques that are helpful/not helpful	

I, _____, agree to adhere to the above learning contract as outlined by my clinic preceptor and Externship coordinator.

_____   _____

Signature   **Supervisor Signature**

_____   _____

Name   **Name**

_____

                                                _____

Date   **Date**

Appendix C – Externship Learning Contract II

DEPARTMENT OF COMMUNICATION SCIENCES & DISORDERS

Doctor of Audiology Program
California State University Sacramento

7667 Folsom Blvd Unit 1000

Sacramento, CA 95826

<p align="center">Acceptance of Audiology Externship</p>

I, _____, have accepted an audiology externship position at

_____, located at

_____. This placement will begin on

_____ and end on _____.

I agree to remain at this placement during the above time period unless I receive permission from the Externship Coordinator to change sites.

My externship preceptor(s) DO / DO NOT (circle one) have ASHA certification in Audiology (CCC-A)

1. If they DO have ASHA CCC- A, I acknowledge that it is my responsibility to ensure that they maintain these credentials throughout my externship. Otherwise, I understand that the following paragraph (2) would apply to me.

2. If they DO NOT have ASHA-CCCA, I understand that I have chosen preceptor(s) who do not have their ASHA CCC-A. I realize this means I cannot count the patient contact hours that I obtain during this externship towards my own ASHA CCC-A and that I am fully informed and voluntarily choose to proceed with this externship placement.

_____   _____

Doctoral Audiology Student Signature   Externship Supervisor Signature

_____   _____

Printed Name   Printed Name

_____   _____

Date   Dat

Appendix D- Performance Improvement Plan Template

California State University, Sacramento

Department of Communication Sciences and Disorders

CSAD _____ /xxSemesterxx

Performance Improvement Plan (PIP)

Student Name: _____

Course Instructor (CI): _____

Internship Supervisor:

Purpose of APIP: To support student to meet minimal competency criteria addressing the below areas:

Outcome of PIP: The level of progress towards goals listed below will affect student progress towards learning objective mastery, which will determine the final course grade. As stated in the course syllabus:

A passing grade for each clinic is a B or higher. A passing grade is obtained by achieving a rating of 4.25 or better on the average combined score of the 7 general competency categories, provided that the student achieves: (a) an average rating of 4.25 or better for **each** of the 4 general competency categories **and** (b) a minimum score of 4.25 on **all** individual competency line items. **Therefore, any student receiving (a) a rating of 4.25 or less on anyone (or more) specific line item _or_ (b) a rating of 4.25 or less for a competency category *will not pass the clinic, even if their average***

combined score of the 7 general competency categories is a B or higher. In such cases, a grade of B- will be given for the clinic.

Competency-Related Performance Improvement Goals:

1.   *Fill In*
GOAL: *Fill In*
Goals will be formulated between Clinical Supervisor and Student at their next assigned clinic session. Clinical Supervisor and Clinical Education Coordinator will be available by email, phone, or in-person to provide additional support and answer any questions or concerns student may have while working through these goals.

Benchmarks	Student Clinician Obligation/Goal	Clinical Supervisor / Clinic Coordinator Obligations	Progress Notation (Benchmark progress towards goal achievement)
1. *Fill In*	*Fill In*	*Fill In*	
2. *Fill In*	*Fill In*	*Fill In*	
3*Fill In*	*Fill In*	*Fill In*	

I have read, understand, and will comply with the performance improvement plan as written above (Initiation of PIP):

_____

Student Clinician   Date

_____

Clinical Education Coordinator   Date

_____

Clinical Supervisor   Date

I have read and understand the progress notation notes regarding progress to goal achievement (End of PIP):

_____

Student Clinician   Date

_____

Clinical Education Coordinator   Date

_____

Clinical Supervisor   Date