

AUDIOLOGY: PROGRAM OBJECTIVES AND KNOWLEDGE OUTCOMES

Objective 1: The student must possess skill in oral and written communication sufficient for entry into professional practice.

Implementation:

The student must demonstrate skill in performing a variety of written and oral communication tasks. For oral communication, the applicant should demonstrate speech and language skills in English, which, at a minimum, are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects. The student must also demonstrate the speaking and listening ability necessary for effective clinical and professional interaction with clients/patients and their relevant others. For written communication, the student must be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

Objective 2: The student must demonstrate knowledge of the principles of: (a) the biological/physical sciences and mathematics; (b) the behavioral and/or social sciences, including normal aspects of human behavior and communication; and the nature, prevention, evaluation, and treatment of hearing and related disorders. In addition, students must demonstrate knowledge of issues pertaining to normal and abnormal human development and behavior across the life span and to culturally diverse populations.

Implementation:

The student must comprehend basic principles of (1) biological sciences, (2) physical sciences, (3) social/behavioral sciences, and (4) mathematics. Transcript credit (coursework, advanced placement, CLEP, or examination of equivalency) is required for each of the four areas. There must be **one course** in the biological/physical sciences **and one course** in college-level mathematics. Course work in the biological/physical sciences may be in such areas as general human anatomy, physiology, biology, chemistry, physics, zoology, microbiology, etc. Course work in mathematics may include college-level statistics. Computer courses such as FORTRAN, COBOL, etc., in which a major portion of the course content includes mathematics, may be accepted. However, a graduate-level course that devotes a substantial portion to research methodology and a small portion of the course content to statistics cannot be used to meet this requirement. *Some course work must address issues pertaining to normal and abnormal human development and behavior across the life span and to culturally diverse populations. Course work in behavioral and/or social sciences should include study that pertains to understanding normal/abnormal human behavior, development across the life span, social interaction, and issues of culturally diverse populations. Typically these courses are included in such areas as psychology, sociology, gerontology, etc.*

Objective 3: The student must demonstrate knowledge in the three areas of speech, language, and hearing: the anatomic and physiologic bases, the physical and psychophysical bases, the linguistic and psycholinguistic aspects.

Implementation:

The 15 semester credit hours should be in courses that provide information applicable to the normal development and use of speech, language, and hearing and must include: At least one course in anatomic and physiologic bases for the normal development and use of speech, language, and hearing for example, anatomy, neurology, and physiology of speech, language, and hearing mechanisms. At least one course in the physical and psychophysical bases and processes of the production and perception of speech, language, and hearing for example, acoustics or physics of sound, phonology, physiologic and acoustic phonetics, perceptual processes, psychoacoustics, and speech/hearing science instrumentation. At least one course in the linguistic and psycholinguistic variables related to the **normal development** of speech, language, and hearing for example, linguistics (historical, descriptive, sociolinguistics, culturally diverse populations), psycholinguistics, language and speech acquisition, and verbal learning and verbal behavior. This course work should emphasize normal aspects of human communication and expose the student to diverse information in the areas described above.

Objective 4: The student must demonstrate knowledge of the nature of the nature, prevention, evaluation, and treatment of speech, language, and hearing disorders, including habilitative/rehabilitative procedures with individuals who have hearing impairment.

Implementaton:

Auditory disorders, such as the nature and cause of pathologies of the auditory system; evaluation of auditory disorders, including assessment of the peripheral and central auditory systems; the effects of auditory disorders on communication; electrophysiological measurements, including intraoperative monitoring; and balance system assessment. Habilitative/rehabilitative and preventive procedures, such as selection and use of appropriate amplification instrumentation, tactile aids, cochlear implants, assistive and alerting devices for the hearing impaired; evaluation of individual and group instruments using state-of-the-art instrumentation to assess real ear function of amplification; physical and electroacoustic characteristics of amplification systems and assistive devices, ANSI standards, other national and international specification standards for amplification systems; effects of acoustic and electroacoustic modification on real ear performance; earmold and in-the-ear hearing aid acoustics, impression techniques, and modifications; procedures and equipment for maintenance, troubleshooting, and repair of amplification systems, earmolds, and assistive devices; room acoustics and its effects on speech intelligibility, environmental modifications, interaction with amplification devices; evaluation of speech and language problems of the hearing impaired; management procedures for speech and language habilitation and/or rehabilitation of the hearing impaired, including but not exclusive to speech reading, auditory training, and manual communication; and conservation of auditory system function, including development and implementation of environmental and occupational hearing conservation programs.

Objective 5: The student must demonstrate knowledge of standards of ethical conduct.

Implementation:

The student must demonstrate the ability to analyze and synthesize relevant information regarding professional ethics and interpret the principles of the ASHA Code of Ethics as they apply to professional conduct. Specific knowledge may be demonstrated by successful performance on academic course work and examinations, application of information obtained through clinical teaching, and completion of independent projects.

Objective 6: The student must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

Implementation:

The student must demonstrate comprehension of the common principles of research and research design, both basic and applied. The student must know sources of research information and how to gain access to them. The student must have had experience critically evaluating and incorporating research relevant to professional practice. Specific knowledge may be demonstrated by successful performance on academic coursework and examinations, application of information obtained through clinical teaching, and completion of independent projects.

Objective 7: The student must demonstrate knowledge of contemporary professional issues.

Implementation:

The student must demonstrate comprehension of issues having an impact on speech-language pathology as a profession. The student must demonstrate knowledge of contemporary issues, including current professional clinical standards, accreditation requirements, and ASHA practice policies and guidelines; relevant legislation and regulations pertaining to students and adults with communication disorders; knowledge of policy and procedures at the federal, state, and local level; current models of evaluation and intervention; business practices; and reimbursement issues. Specific knowledge may be demonstrated by successful performance on academic course work and examinations, application of information obtained through clinical teaching, and completion of independent projects.

Objective 8: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types of severities of hearing and/or related disorders.

Implementation:

In order to support the development of the skills delineated above, students must have direct client/patient clinical experience with both children and adults. The student's direct client/patient contact must reflect experiences from the range of disorders and differences noted in Objective 4 to ensure sufficient breadth for entry-level practice.

In addition to the requirement for direct client/patient contact, clinical skills may be developed and demonstrated through successful performance on academic course work and examinations, application of information through obtained through clinical teaching, and completion of independent projects.

Objective 9: The student must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation

- a. conduct screening and prevention procedures (including prevention activities)
- b. collect case history information and integrate information from clients/patients, family, caregivers, teachers. Relevant others, and other professionals
- c. select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized tests, and instrumental procedures
- d. adapt evaluation procedures to meet client/patient needs
- e. interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
- f. complete administrative and reporting functions necessary to support evaluation
- g. refer clients/patients for appropriate services

2. Intervention

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b. Implement intervention plans. Involve clients/patients and relevant others in the intervention process
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
- d. Measure and evaluate clients'/patients' performance and progress
- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- f. Complete administrative and reporting functions necessary to support intervention
- g. Identify and refer clients/patients for services as appropriate

3. Interaction and Personal Qualities

- a. communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others
- b. collaborate with other professionals in case management
- c. provide counseling regarding hearing and related disorders to clients/patients, family, caregivers, and relevant others
- d. adhere to the ASHA Code of Ethics and behave professionally