RUSH UNIVERSITY MEDICAL CENTER

Department of Communication Disorders and Sciences

STUDENT MANUAL

Fall 2017

Fall 2017
DEPARTMENT OF COMMUNICATION DISORDERS AND SCIENCES
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Department of Communication Disorders and Sciences

MISSION STATEMENT

The Department of Communication Disorders & Sciences at Rush University, utilizing the teacher-practitioner model, will provide outstanding graduate education in audiology and speech-language pathology, excellence in research and scholarship, and commitment to service to diverse communities.

VISION STATEMENT

The Department of Communication Disorders & Sciences will be recognized as offering the programs of choice for graduate education in Audiology and Speech-Language Pathology in the United States

CORE VALUES

Innovation
Collaboration
Accountability
Respect
Excellence

PROGRAM GOALS

The programs in audiology and speech-language pathology are based on the philosophy that professional education is optimized by drawing upon the patients, staff, and other resources of an academic medical center. The resources at Rush University enrich and enhance faculty and student research and scholarship, and they provide unique opportunities for multidisciplinary collaborations. The clinical skills of Rush students are fostered and developed through didactic courses, clinical observation and instruction, and supervision by practitioner-teachers. The department faculty is supplemented by the expertise of physicians, scientists, and other health care practitioners within the medical center.

The goals of the academic programs in audiology and speech-language pathology are to generate and disseminate new knowledge in the communication disorders & sciences and to prepare graduates who:

- Synthesize contemporary knowledge of speech and hearing science and apply it in the assessment and management of a broad spectrum of communication disorders

- Implement evidence based protocols for the evaluation and treatment of individuals with communication disorders

- Utilize and contribute to new knowledge in the profession and discipline
- Function as professional level speech-language pathologists or audiologists in healthcare and other settings

- Are eligible for clinical certification from the American-Speech-Language-Hearing Association

- Are eligible for Illinois state licensure within the profession

PROGRAM ACCREDITATION

The doctoral program in audiology (Au.D.) and the master's degree program in speech-language pathology **(M.S.)** *at Rush University are accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. If you have questions, comments, or concerns about the Department's compliance with accreditation standards, contact the CAA at 2200 Research Boulevard, Rockville, MD 20850-3289. (301) 296-5700.*

DEPARTMENT OF COMMUNICATION DISORDERS AND SCIENCES
Faculty and Staff

Mary Bacon, M.S., Associate Professor Emerita, Speech-Language Pathology

Elizabeth Biggio, M.A., Instructor, Speech-Language Pathology

Kathleen Dunckley, Ph.D., Assistant Professor, Assistant Audiology Clinical Education Manager

Kerry Ebert, Ph.D., Associate Professor, Speech-Language Pathology; SLP Program Director

Mike Hefferly, Ph.D., Assistant Professor, Audiology; Audiology Clinical Manager

Gail Kempster, Ph.D., Associate Professor Emerita, Speech-Language Pathology

Keri Kwarta, Au.D., Instructor, Audiology

Lisa LaGorio, Ph.D., Assistant Professor, Speech-Language Pathology

Doreen Izaguirre, M.A., Speech-Language Pathology; Clinical Education Manager

Patricia McCarthy, Ph.D., Professor, Audiology; Audiology Program Director

Dianne Meyer, Ph.D., Professor Emerita, Audiology; Emerita Department Chairperson

Richard Peach, Ph.D., Professor, Speech-Language Pathology

Akbar Razvi, Au.D., Instructor, Audiology

Joanne Schupbach, M.S., M.A., Assistant Professor, Audiology; Clinical Education Manager

Cheryl Scott, Ph.D., Professor Emerita, Speech-Language Pathology

Joanne Sepulveda, M.A., Instructor, Speech-Language Pathology

Michele Simler, M.S., Speech-Language Pathology Clinical Manager

Valeriy Shafiro, Ph.D., Associate Professor, Audiology

Stanley Sheft, Ph.D. Visiting Faculty, Audiology

Robin Stoner, Au.D., Assistant Professor, Audiology

Emily Wang, Ph.D., Associate Professor, Speech-Language Pathology, Department Chairperson

Amy Winston, Au.D., Assistant Professor, Audiology

Megan Worthington, Au.D., Instructor

Rebecca Zerivitz, M.A., Instructor, Speech-Language Pathology

Office Staff

April Bradley, Administrative Business Manager
Michele Annerino, Clinic Receptionist
Jeri-Lynn Williams, Administrative Assistant
Tina Wright, Administrative Assistant

CDS STUDENT MANUAL DISCLAIMER

The CDS Student Manual is published for the faculty and students in the Audiology and Speech-Language Pathology programs. The Department reserves the right to add, amend, delete, or deviate from any specifications in the Manual at any time and to apply such changes to registered and accepted students. Students are responsible for reading this Manual and for reading the Rush University Catalog. They are responsible for adhering to Department, College, and University policies and regulations.

Students entering the Audiology and Speech-Language Pathology programs in Fall 2017 and those students who will continue in their programs as of Fall 2017 will be transitioning to the new academic calendar beginning in the Fall 2017 academic term.

AUD Curriculum Plan of Study
FS17 Track: Semester Plan for Students Incoming Fall 2017

Year 1: FALL SEMESTER 2017		SPRING SEMESTER 2018		SUMMER SEMESTER 2018	
AUD 606 Introduction to Neuroscience	3 SH	AUD 650 Vestibular Assessment & Rehabilitation	3 SH	AUD 660 Pediatric Audiology	2 SH
AUD 602 A & P of Hearing & Balance	3 SH	AUD 640 Basic Amplification	2 SH	AUD 611 Embryology & Genetics	1 SH
AUD 613 Acoustics & Psychoacoustics	2 SH	AUD 614 Acoustics Phonetics & Speech Perception?	2 SH	AUD 576 Counseling	2 SH
AUD 623 Audiologic Assessment	3 SH	AUD 610 Research Methods in Health Sciences	2 SH	AUD 630 Electrophysiology of the Auditory System	3 SH
AUD 621 Clinical Methods in Audiology	2 SH	AUD 607 Pathophysiology	3 SH	AUD 691 Practicum II (1 day→ off campus)	1 SH
AUD 622 Clinical Observation	1 SH	AUD 690 Practicum I (½ day on→campus)	1 SH		9 SH
	14 SH		13 SH		

		SPRING SEMESTER 2019		SUMMER SEMESTER 2019	
AUD 637 Electrophysiology of the Auditory System II	2 SH	AUD 664 Educational Audiology	2 SH	AUD 667 Auditory Processing	2 SH
AUD 641 Adult Amplification	3 SH	AUD 672 Seminar in Current Professional Issues	1 SH	AUD 670 Hearing Conservation	1 SH
AUD 645 Adult & Geriatric Rehabilitative Audiology	3 SH	AUD 651 Vestibular Seminar	1 SH	AUD 671 Seminary in Supervision and Mentorship	1 SH
AUD 615 Pharmacology	2 SH	AUD 663 Pediatric Amplification & Habilitation	2 SH	AUD 801 Internship II (2 days→ off campus)	3 SH
AUD 692 Practicum III (1 day on→campus)	1 SH	AUD 665 Auditory Implants	2 SH	AUD 605 Introduction to Ethics in Healthcare: Interdisciplinary Perspectives	2 SH
AUD 592 Grand Rounds	1 SH	AUD 800 Internship I (2 days→ off campus)	3 SH		9 SH
	12 SH	AUD 592 Grand Rounds	1 SH		
			12 SH		

Year 3: FALL SEMESTER 2019		SPRING SEMESTER 2020		SUMMER SEMESTER 2020	
AUD 673 Practice Management Across Settings	2 SH	AUD 683 Investigative Project	3 SH	AUD 850 Externship I	7 SH
AUD 601 Introduction to Biostatistics	2 SH	AUD 803 Internship IV (3 days→ off campus)	5 SH		
AUD 682 Investigative Project Planning Seminar	2 SH				
AUD 642 Amplification Seminar	1 SH		8 SH		
AUD 802 Internship III (2 days→ off campus)	3 SH				
	10 SH	Comprehensive Exams (1st week)			

Year 4: FALL SEMESTER 2020		SPRING SEMESTER 2021			
AUD 851 Externship II	7 SH	AUD 852 Externship III	7 SH	**Total = 108 SH**	
				Courses = 70 SH	
				Clinic= 38 SH	

Revised: 7-24-17

TRACK FQ16

Rush University – Department of Communication Disorders and Sciences

Au.D. CURRICULUM TRANSITION PLAN Incoming Class Fall 2016 (revised 8-8-17)

Year 1: FALL QUARTER 2016			WINTER QUARTER 2017			SPRING QUARTER 2017			SUMMER QUARTER 2017		
CDS 507	Neurological Bases	3 SH	CDS 628	Audiologic Assessment	3 SH	CDS 616	Practicum I	1 SH	CDS 627	Pathophysiology	2 SH
CDS 601	A & P of Aud System	3 SH	CDS 629	Clinical Methods in AUD	1 SH	CDS 646	Vestibular Assessment	3 SH	CDS 617	Practicum II	2 SH
CDS 601L	A & P Lab	1 SH	CDS 604	Acoustic Phonetics & Speech Perception	1 SH	CDS 646L	Vestibular Lab	1 SH	CDS 644	Pediatric Audiology	2 SH
CDS 603	Acoustics & Psychoacoustics	3 SH	CDS 609	Clinical Observation	1 SH	CDS 605	Embryo/Genetics	1 SH	CDS 657	Seminar in Teleaudiology	1 SH
			CDS 581	Research Methods	3 SH	*HHV504	Ethics in Healthcare	1 SH			
						CDS 631	Basic Amplification	2 SH			
		10 SH			**9 SH**			**9 SH**			**7 SH**

Year 2: FALL SEMESTER 2017			WINTER-SPRING SEMESTER 2018			SUMMER SEMESTER 2018		
CDS 665	Auditory Implants	2 SH	CDS 637	Adv. Electrophysiology	1 SH	CDS 801	Transition Internship II (2 days→off campus)	3 SH
CDS 592	Applied Topics	1 SH	CDS 664	Educational Audiology	2 SH			
CDS 630	Electrophysiology	3 SH	CDS 574	Transition Counseling	1 SH	CDS 651	Vestibular II	1 SH
CHS 601	Applied Statistics	2 SH	CDS 641	Adult Amplification	3 SH	CDS 667	Auditory Processing	1 SH
CDS 615	Pharmacology	2 SH	CDS 645	Adult & Geriatric Rehabilitative Audiology	3 SH	CDS 682	IP Prep Seminar	1 SH
CDS 692	Transition Practicum III & IV	4 SH	CDS 800	Transition Internship I (2 days→off campus)	3 SH	CDS 663	Pediatric Amplification & Rehabilitation	2 SH
						CDS 672	Seminar in Career Topics	1 SH
						CHS 620	Healthcare in America	1 SH
		14 SH			**13 SH**			**10 SH**

Year 3: FALL SEMESTER 2018			WINTER-SPRING SEMESTER 2019			SUMMER SEMESTER 2019		
CDS 659	Seminar in Tinnitus Assessment & Management	1 SH	CDS 683	Investigative Project	3 SH	CDS 850	Transition Externship I	7 SH
CDS 592	Applied Topics	1 SH	CDS 671	Seminar in Supervision	1 SH			
CDS 642	Adv. Topics in Amplification	1 SH	CDS 803	Transition Internship IV (3 days→off campus)	5 SH			
CDS 670	Hearing Conservation	2 SH						
CDS 673	Practice Management	2 SH						
CSD 802	Transition Internship III (2 days→off campus)	3 SH						
		10 SH			**9 SH**			**7 SH**

Year 4: FALL SEMESTER 2019			WINTER-SPRING SEMESTER 2020				
CDS 851	Transition Externship II	7 SH	CDS 852	Transition Externship III	7 SH		
		7 SH			**7 SH**	**TOTAL HOURS=112 SH**	

TRACK FQ15
Au.D. Curriculum Transition Plan Rush University
Rush University – Department of Communication Disorders and Sciences (REVISED 8-8-17)

Year 1: FALL QUARTER 2015			WINTER QUARTER 2016			SPRING QUARTER 2016			SUMMER QUARTER 2016		
CDS 507	Neurological Bases	3 SH	CDS 628	Audiologic Assessment	3 SH	CDS 616	Practicum I	1 SH	CDS 627	Pathophysiology	2 SH
CDS 601	A & P of AUD System	3 SH	CDS 629	Clinical Methods in AUD	1 SH	CDS 646	Vestibular Assessment	3 SH	CDS 617	Practicum II	2 SH
CDS 601L	A & P Lab	1 SH	CDS 604	Acoustic Phonetics & Speech Perception	1 SH	CDS 646L	Vestibular Lab	1 SH	CDS 644	Pediatric Audiology	2 SH
CDS 603	Acoustics & Psychoacoustics	3 SH	CDS 609	Clinical Observation	1 SH	CDS 605	Embryo/Genetics	1 SH	CDS 657	Seminar in Teleaudiology	1 SH
			CDS 581	Research Methods	3 SH	CDS 510	Ethics in Healthcare	1 SH			
						CDS 631	Basic Amplification	2 SH			
		10 SH			**9 SH**			**9 SH**			**7 SH**

Year 2: FALL QUARTER 2016			WINTER QUARTER 2017			SPRING QUARTER 2017			SUMMER QUARTER 2017		
*CDS 626	Hearing Conservation	2 SH	CDS 575	Counseling	1 SH	CDS 632	Adult Amplification	3 SH	CDS 610	Seminar in Current Professional Issues	1 SH
CDS 618	Practicum III	2 SH	CDS 619	Practicum IV	2 SH	CDS 816	Internship I (2 days→off campus)	3 SH	CDS 634	Pediatric Amp/Habilitation	2 SH
CDS 591	Applied Topics	1 SH	CDS 633	Adult & Geriatric Rehab AUD	3 SH	CDS 636	Educational Audiology	2 SH	CDS 817	Internship II (2 days→off campus)	3 SH
CDS 643	Electrophysiology	3 SH	CDS 648	Adv. Electrophysiology	1 SH	*HHV504	Ethics in Healthcare	1 SH	CDS 638	Auditory Processing	1 SH
CDS 635	Auditory Implants	2 SH	CDS 608	Pharmacology	2 SH	CDS 676	Vestibular II	1 SH	CDS 680	IP Prep Seminar	1 SH
		10 SH			**9 SH**			**10 SH**			**8 SH**

Year 3: FALL SEMESTER 2017			WINTER-SPRING SEMESTER 2018			SUMMER SEMESTER 2018		
CHS 601	Intro to Biostatistics	2 SH	CDS 683	Investigative Project	3 SH	CDS 850	Transition Externship I	7 SH
CDS 592	Applied Topics	1 SH	CDS 671	Seminar in Supervision	1 SH			
CDS 673	Clinical Operations & Practice Management	2 SH	CDS 803	Transition Internship IV (3 days→off campus)	5 SH			
CDS 659	Seminar in Tinnitus Assessment & Management	1 SH						
CDS 642	Adv. Topics in Amplification	1 SH						
CDS 802	Transition Internship III (2 days→off campus)	3 SH						
		10 SH			**9 SH**			**7 SH**

Year 4: FALL SEMESTER 2018			WINTER-SPRING SEMESTER 2019				
CDS 851	Transition Externship II	7 SH	CDS 852	Transition Externship III	7 SH		
		7 SH			**7 SH**	**TOTAL HOURS = 112 SH**	

TRANSITION PLAN: TRACK I

Rush University – Department of Communication Disorders and Sciences
Au.D. CURRICULUM

Effective: Incoming Class Fall 2014

Year 1: FALL QUARTER 2014	WINTER QUARTER 2015	SPRING QUARTER 2015	SUMMER QUARTER 2015
CDS 507 Neurological Bases 3 SH CDS 601 A & P of AUD System 3 SH CDS 601L A & P Lab 1 SH CDS 603 Acoustics & Psychoacous 3 SH CDS 591 Applied Topics 1 SH _____ 11 SH	CDS 628 Audiologic Assessment 3 SH CDS 629 Clinical Methods in AUD 1 SH CDS 604 Acoustic Phonetics & Speech Perception 1 SH CDS 609 Clinical Observation 1 SH CDS 581 Research Methods 3 SH _____ 9 SH	CDS 616 Practicum I 1 SH CDS 646 Vestibular Assessment 3 SH CDS 646L Vestibular Lab 1 SH CDS 605 Embryo/Genetics 1 SH *HHV 504 Ethics in Healthcare 1 SH CDS 631 Basic Amplification 2 SH _____ 9 SH	CDS 627 Pathophysiology 2 SH CDS 617 Practicum II 2 SH CDS 644 Pediatric Audiology 2 SH _____ 6 SH
Year 2: FALL QUARTER 2015	WINTER QUARTER 2016	SPRING QUARTER 2016	SUMMER QUARTER 2016
CDS 618 Practicum III 2 SH CDS 591 Applied Topics 1 SH *CHS 501 Applied Statistics 2 SH CDS 643 Electrophysiology 3 SH CDS 635 Auditory Implants 2 SH _____ 10 SH	CDS 575 Counseling 1 SH CDS 619 Practicum IV 2 SH CDS 633 Adult & Geriatric Rehab AUD 3 SH CDS 648 Adv. Electrophysiology 3 SH CDS 608 Pharmacology 2 SH _____ 11 SH	CDS 632 Adult Amplification 3 SH CDS 816 Internship I 3 SH CDS 636 Educational Audiology 2 SH *CHS 510 Health Care in America 1 SH CDS 676 Vestibular II 1 SH _____ 10 SH	CDS 610 Seminar in Career Topics 1 SH CDS 634 Pediatric Amp/Habilitation 2 SH CDS 817 Internship II 3 SH CDS 638 Auditory Processing 1 SH CDS 680 IP Prep Seminar 1 2H _____ 8 SH
Year 3: FALL QUARTER 2016	WINTER QUARTER 2017	SPRING QUARTER 2017	SUMMER QUARTER 2017
CDS 612 Clinical Operations and Practice Management 2 SH CDS 818 Internship III 3 SH *CDS 626 Hearing Conservation 2 SH _____ 7 SH	CDS 681 Project 1 SH CDS 819 Internship IV 3 SH CDS 661 Adv. Topics in Amplification 1 SH _____ 5 SH	CDS 681 Project 1 SH CDS 820 Internship V 3 SH *CDS 662 Seminar in Supervision 1 SH _____ 5 SH	Off-Campus CDS 891 Externship 7 SH _____ 7 SH

Year 4: FALL SEMESTER 2017	WINTER-SPRING SEMESTER 2018	
CDS 851 Externship 7 SH _____ 7 SH	CDS 852 Externship 7 SH _____ 7 SH	**TOTAL HOURS= 112 SH**

Curriculum for M.S. in Speech-Language Pathology
(Non-Thesis)
Applicable for Students Entering Fall 2017

Year 1
Fall Semester

SLP 506L	Clinical Methods Lab	1
SLP 523L	Instrumentation Lab	1
SLP 537L	Anatomy Lab	1
SLP 521	Language Disorders in Children I: Birth through Age Five	3
SLP 563	Voice Disorders	3
SLP 568	Cognition of Acquired Language and Communication Disorders*	3
SLP 511P	SLP Practicum 1	1
	Total Fall Semester Credits	13

Spring Semester

SLP 522	Language Disorders in Children II: Age Six through Adolescence	3
SLP 558	Dysphagia	3
SLP 567	Dysarthria	3
SLP 564	Aphasia*	3
SLP 512P	SLP Practicum 2	2
	Total Spring Semester Credits	14

Summer Semester

SLP 503L	Auditory Skills Lab for the SLP	1
SLP 526	Speech Sound Disorders	2
SLP 540	Head and Neck Cancer Management	2
SLP 542L	Tracheostomy and Ventilator Lab	1
SLP 562	Genetics and Craniofacial Anomalies	2
CDS 576	Issues in Counseling	2
SLP 513P	SLP Practicum 3	4
	Total Summer Semester Credits	14

Year 2
Fall Semester

SLP 510	Professional Issues in Speech-Language Pathology	2
SLP 524	Fluency, Dysfluency, and Stuttering	2
SLP 535	Clinical Issues in Cultural and Linguistic Diversity	2
CHS 610	Research Methods in the Health Sciences (online)	2
CDS 582	Topics in Research Methods in Communication Disorders	1
SLP 592	Grand Rounds	1
SLP 589P	SLP Practicum 4	6
	Total Fall Semester Credits	16

Spring Semester

SLP 590P	SLP Practicum 5	10
	Total credits for degree program	**67**

* For academic year 2017-2018 only, SLP 568 will be offered in Fall 2017 and SLP 564 will be offered in Spring 2018. For all following academic years, SLP 564 will precede SLP 568, with SLP 564 in the Fall semester and CDS 568 in the Spring.

The academic coursework and clinical education hours required by ASHA for the Certificate of Clinical Competence is described on the website of the American Speech-Language Hearing Association (www.asha.org). Each student is responsible for reviewing this information and his/her undergraduate and graduate course work to assure that the requirements will be met. If a deficiency exists, it is best to identify it early so that appropriate plans can be made. Student should review their coursework with their academic advisors during the first term of enrollment.

Curriculum for M.S. in Speech-Language Pathology
(Thesis Track)
Applicable for Students Entering Fall 2017

Year 1
Fall Semester

SLP 506L	Clinical Methods Lab	1
SLP 523L	Instrumentation Lab	1
SLP 537L	Anatomy Lab	1
SLP 521	Language Disorders in Children I: Birth through Age Five	3
SLP 563	Voice Disorders	3
SLP 568	Cognition of Acquired Language and Communication Disorders*	3
SLP 511P	SLP Practicum 1	1
	Total Fall Semester Credits	**13**

Spring Semester

SLP 522	Language Disorders in Children II: Age Six through Adolescence	3
SLP 558	Dysphagia	3
SLP 567	Dysarthria	3
SLP 564	Aphasia*	3
SLP 512P	SLP Practicum 2	2
CDS 900	*Independent Study*	*1*
	Total Spring Semester Credits	**15**

Summer Semester

SLP 503L	Auditory Skills Lab for the SLP	1
SLP 526	Speech Sound Disorders *(Auditable)*	2
SLP 540	Head and Neck Cancer Management *(Auditable)*	2
SLP 542L	Tracheostomy and Ventilator Lab *(Auditable)*	1
SLP 562	Genetics and Craniofacial Anomalies	2
CDS 576	Issues in Counseling *(Auditable)*	2
SLP 513P	SLP Practicum 3	4-6
SLP 598	*Thesis*	*2*
	Total Summer Semester Credits	**16**
		minus2(or4)

* For academic year 2017-2018 only, SLP 568 will be offered in Fall 2017 and SLP 564 will be offered in Spring 2018. For all following academic years, SLP 564 will precede SLP 568, with SLP 564 in the Fall semester and CDS 568 in the Spring.

Year 2
Fall Semester

SLP 510	Professional Issues in Speech-Language Pathology *(Auditable)*	2
SLP 524	Fluency, Dysfluency, and Stuttering *(Auditable)*	2
SLP 535	Clinical Issues in Cultural and Linguistic Diversity	2
CHS 610	Research Methods in the Health Sciences (online)	2
CDS 582	Topics in Research Methods in Communication Disorders	1
SLP 592	Grand Rounds	1
SLP 589P	SLP Practicum 4	6
SLP 598	*Thesis*	*2*

Total Fall Semester Credits **18**

minus4(or2)

Spring Semester

SLP 590P	SLP Practicum 5	8-10
SLP 598	*Thesis*	*1*

Total Spring Semester Credits **11**

(Total practicum credits) (23)

Grand Total semester credit hours for degree program **67**

The academic coursework and clinical education hours required by ASHA for the Certificate of Clinical Competence is described on the website of the American Speech-Language Hearing Association (www.asha.org). Each student is responsible for reviewing this information and his/her undergraduate and graduate course work to assure that the requirements will be met. If a deficiency exists, it is best to identify it early so that appropriate plans can be made. Student should review their coursework with their academic advisors during the first term of enrollment.

Students on thesis track will begin with Independent Study in Spring 1 and continue with Thesis credit Summer 1, Fall 2, and Spring 2.   Total thesis and independent study hours equals 6 credits.   Student may audit a maximum of 4 credit hours in Summer 1 and the remaining credit hours in Fall 2, so that auditing hours are $\leq$ **6**. Therefore, credits required to graduate will be equal for thesis and non-thesis students. Practicum credits may be altered in Summer and in Spring of Year 2; see section on "The Thesis Process" for additional details.

DEGREE PROGRESSION
Audiology and Speech-Language Pathology

ACADEMIC PROGRESSION

Academic probation is assigned to a student who earns a single-term academic grade point average (GPA) between 2.5 and 2.99 (A = 4.0), and/or whose cumulative academic GPA falls between 2.5 and 2.99 at any time. A remediation plan to address probation will be determined by the student and the student's academic advisor and documented. A student must earn a single-term and cumulative academic GPA of 3.0 or greater at the end of the semester during which the student is on academic probation, or be placed again on academic probation. A student who incurs academic probation for the third time will be dismissed from the program, even if the cumulative academic GPA is 3.0 or greater.

A student who earns a grade of D or less in a required course must repeat that course or an approved equivalent. In a repeated course, the new grade will replace the earlier grade in the cumulative academic GPA. Failure to receive a grade of C or greater in a repeated course will result in dismissal from the program. A student who earns a grade of D or less in two or more required courses, regardless of the grade earned in a repeated course and regardless of the cumulative academic GPA will be dismissed from the program.

A student who earns a single-term academic GPA of less than 2.5 at any point during his/her course of study will be dismissed from the program.

A student who fails to meet the stated criteria for the comprehensive examination will be dismissed from the program.[1]

A cumulative academic GPA of 3.0 or greater is required for graduation.

CLINICAL PROGRESSION

Clinical probation is assigned to a student who earns a grade of C or less in a clinical practicum, internship, or externship. Although the clinical contact hours may be used to meet CFCC (ASHA) certification requirements, the student is required to repeat the clinical education course before progressing further in the clinical sequence. A remediation plan to address clinical probation will be determined by the student, the student's academic advisor, and the Clinical Education Manager, and documented. Failure to achieve a grade of B or higher in any subsequent clinical education course will result in dismissal from the program.

The faculty reserves the right to request the withdrawal of any student whose conduct or performance demonstrates lack of fitness for continuance in a health profession. Any such student not voluntarily withdrawing will be dismissed from the program.

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1 See Comprehensive Examination Policies
  and Procedures in Student Manual.

ACADEMIC APPEAL and GRIEVANCE

The CDS department policy follows procedures outlined in the College of Health Sciences (CHS) *Student Academic Appeal and Grievance Procedures*.[2] As stated in the CHS policy, the appeal procedure may be used if a student believes that a rule, procedure, or policy has been applied in an unfair or inequitable manner, or that there has been unfair or improper treatment by a person or persons. Appeals specific to grades (assignments, exams, course grades) are limited to issues of due process that include (1) differential treatment, (2) actions not in accordance with course policy.

Sequence of steps for appeals related to a course:
Step 1: Seek resolution with the instructor initially. Frequently an informal conversation with the course instructor can resolve the issue. An issue becomes a formal appeal (Step 2) if it cannot be resolved directly with the instructor.
Step 2: Present the written appeal (the issue and the relevant explanation) to the program director (AuD or SLP as appropriate).

- The program director will convene the Student Progress and Promotion Committee (SPPC) to arrive at a recommendation (uphold or dismiss the appeal).
- The instructor involved in the appeal will not serve on the SPPC but will provide input as sought.
- The SPPC recommendation (including explanation) is documented in writing and sent to the student, instructor, program director, and department chair.
- The instructor's decision regarding the SPPC recommendation is documented in writing and sent to the student, program director, and department chair within 10 working days. The instructor may choose not to follow the SPPC recommendation.
- If the student is not satisfied with the outcome of Step 2, the student may proceed to Step 3.

Step 3: Present the written appeal to the department chair. The chair will consider the appeal as well as documentation from the previous step and arrive at a decision (uphold or dismiss). This decision (including explanation) is documented in writing and notification is sent to the student, program director, and instructor. If the student is not satisfied with the outcome, the student may proceed to Step 4.
Step 4: Present a written appeal to the dean of the College of Health Sciences. The decision of the dean is final.

Sequence of steps for other appeals (not related to course grades/assignments):
Seek resolution with the individual (e.g., the faculty member involved). For broader program issues, seek resolution with the program director (AuD or SLP as appropriate). If the student is not satisfied with the outcome, Steps 2 through 4 (see above) are followed.

Timelines:
Timelines established in the CHS appeals policy should be followed when possible.
 Students must begin the appeals process within 5 days following the incident (e.g., receiving a grade).

 www.rushu.rush.edu/rucatalog

The doctoral program in audiology and the master's degree program in speech-language pathology at Rush University are accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. If you have questions, comments, or concerns about the Department's compliance with accreditation standards, contact the CAA at 2200 Research Boulevard, Rockville, MD 20850-3289. (301) 296-5700.

READMISSION

A student who has withdrawn from a degree program or has been dismissed may apply for readmission. The department follows the broad parameters of the readmission policy of the College of Health Sciences (CHS).[3]

The student applying for readmission must submit an application for this purpose to the Office of Admissions. A student applying for readmission must include with the application a letter that addresses specific issues that led to withdrawal or dismissal and how these have been resolved.

The application for readmission will be reviewed by the department Student Progress and Promotion Committee. This committee may decide to admit, admit with conditions, or deny.

A student who is readmitted with conditions must agree in writing to meet any/all conditions set forth by the Student Progress and Promotion Committee.

A student who is readmitted must meet all policies and degree requirements in place at the time of re-entry.

CLINICAL ROUNDS
JOURNAL CLUB
STUDENT DEVELOPMENT

Students and faculty meet once a week during the Fall and Spring semesters for Clinical Rounds, Journal Club, or Student Development sessions. Speech-Language Pathology students receive academic credit for these meetings by registering for *SLP 592 Grand Rounds* for Fall Semester of Year 2*.*

As time permits, once per semester, a Journal Club meets for audiology and for speech-language pathology. Journal articles are distributed at least two weeks in advance. These articles are discussed and critically evaluated by faculty and students during the meeting. Journal Club provides an excellent opportunity for faculty and students to discuss current research and professional issues. Students are expected to attend all Journal Club meetings in their area, to study the assigned articles, and to participate in discussion as much as possible. Often, students present the articles and guide discussion.

Clinical Rounds provide opportunities for students to think "on their feet," to help integrate theory and practice, and to defend particular clinical decisions to other professionals. Rather than simply presenting interesting cases for review, the idea with each case is to emphasize diagnostic or therapeutic **dilemmas**, to challenge one another, and to highlight areas of controversy. Evidence-based clinical practice is emphasized. Each student will have one or two opportunities to present a case for Clinical Rounds. At the beginning of the academic year, students are provided with a syllabus (SLP 592 or CDS 592) that includes a format to help them prepare their presentations.

Student Development sessions are comprised of guest speakers who present on various professional, research, or clinical topics. Inter-professional issues are stressed.

Attendance: Students are expected to attend all sessions of Rounds, Journal Club, and Student Development. Excused absence may be obtained from the SLP 592 or CDS 592 course director as appropriate and ordinarily is granted only for reasons such as religious holidays, personal and/or family emergencies, and illnesses. Students are required to complete a written assignment in order to make up the absence. Information about the required assignment is in the course syllabus.

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http://www.rushu.rush.edu/servlet/Satellite?c=RushUnivLevel2Page&cid=1249914457845&pagename=Rush%2FRushUniv
Level2Page%2FLevel_2_Audience_Portal_Page

<div align="center">**COMPREHENSIVE EXAMINATIONS**</div>

AUDIOLOGY STUDENTS

As part of the degree requirement, audiology students must successfully pass an oral comprehensive examination. The purposes of the oral comprehensive examination are to help students integrate their knowledge and to provide additional opportunity for students to develop their oral presentation skills. The exam will take place in the first week of the Spring semester of the third year.

Committees composed of at least two Audiology faculty members conduct each examination. The length of each examination is approximately one hour. Students are assigned to a committee and an exam time randomly. Students are not informed of the composition of their individual examination committee until the time of examination.

Examination Questions and Scoring

Students are asked a minimum of four questions. Five areas are scored: relevance, content, organization, evidence, and professionalism. Each oral response is assigned a grade of "high pass" (HP), "pass" (P), or "no pass" (NP) by the faculty member asking the question. An overall HP is awarded to any student who receives a high pass on all of her/his questions. Each student earning an overall HP will be recognized by the department highlighting this achievement. The form, *Evaluation Form for Oral Comprehensive Exams,* is used for scoring results.

Pass/No Pass Process

Students must pass all of the oral examination questions posed to them. The results of the examination will be communicated to all students after the completion of all exams. If a student does not pass all questions, the following procedures apply. Committee members, topic areas, and questions may change for the next examination.

Failure to pass 1 or 2 questions:

1. **First Retake:** Students failing 1 or 2 of the exam questions must retake that portion of the exam during the first week of February in the same semester. Students will be retested in the content area(s) not passed.

2. **Second Retake:** Students who fail to pass the questions at First Retake must retake the entire Comprehensive Exam in the first week of March.

Failure to pass 3 or 4 questions:

1. **First Retake:** Students failing 3 or 4 of the exam questions must retake the entire Comprehensive Exam during the first week of February.

2. **Second Retake:** Students not passing all questions upon retake must retake the entire Comprehensive Exam in the first week of March.

Any student not passing an entire comprehensive examination after the second retake is automatically dismissed from the program.

SPEECH-LANGUAGE PATHOLOGY STUDENTS

As part of the degree requirement, speech-language pathology students must successfully pass an <u>oral</u> comprehensive examination. The purposes of the oral comprehensive examination are to help students integrate their knowledge and to provide additional opportunity for students to develop their oral presentation skills. The exams ordinarily are conducted during the <u>first</u> week of the Spring semester of Year 2 for all students, regardless of final practicum placement.

Format of the Examination

Committees composed of two SLP faculty members conduct each examination. The length of each examination is approximately one hour. Students are assigned to a committee and an exam time randomly. Students are not informed of the composition of their individual examination committee until the time of examination. Comprehensive examinations are expected to be completed face-to-face (i.e., in person), both for the initial exam and for any retakes.

Examination Questions and Scoring

Students are asked a minimum of four questions. Five areas are scored: relevance, content, organization, evidence, and professionalism. Each oral response is assigned a grade of "high pass" (HP), "pass" (P), or "did not pass" (DNP) by the faculty member asking the question. An overall HP is awarded to any student who receives a high pass on all of her/his questions. Each student earning an overall HP will receive a special award from the department highlighting this achievement. The form, *Evaluation Form for Oral Comprehensive Exams,* is used for scoring results.

Pass/No Pass Process

Students must pass <u>all</u> of the oral examination questions posed to them. The results of the examination are verbally given to the student at the end of the exam by the chairperson of the examination committee. If a student does not pass all questions, the following procedures apply.

- Failure to pass <u>1 or 2</u> questions:
    1. **First Retake:** Students failing 1 or 2 of the exam questions must retake that portion of the exam during the fourth week of the Spring semester, Year 2. Students will be retested in the content areas(s) not passed. These students may defer retaking the exam until the next semester. In some cases, this may be a recommendation of the committee.
    2. **Second Retake:** Students who fail to pass the questions at First Retake <u>must</u> return during the following semester in order to retake the entire Comprehensive Exam. Students must register with the university for that semester. Committee members, topic areas, and questions may change for the next examination.
- Failure to pass <u>3 or 4</u> questions:
    1. **First Retake:** Students failing 3 or 4 of the exam questions must retake the entire Comprehensive Exam during the fourth week of the Spring semester, Year 2, or may defer retaking the exam until the next semester. This may be a recommendation of the committee. Committee members, topic areas, and questions may change for the first retake.
    2. **Second Retake:** Students not passing all questions upon retake must return during the following semester in order to retake the entire Comprehensive Exam. Students must register with the university for that semester. Committee members, topic areas, and questions may change for the next examination.
- Any student not passing an <u>entire</u> comprehensive examination for a third time is automatically

dismissed from the program.

SLP Students with Modified Program Sequence

A student whose program sequence has been modified by the faculty will be scheduled for his/her Comprehensive Examination during the first week of the final term of enrollment, or as otherwise arranged.

CRIMINAL BACKGROUND CHECKS & DRUG TESTING

Programs offered in the College of Health Sciences often require that clinical rotations, practicums, internships or other learning experiences be successfully completed in hospitals and other health care facilities in order to meet program requirements. Because use of these facilities is required, students must be able to successfully complete their assigned rotations in order to fulfill the academic requirements of their program.

Hospitals and other health care facilities often have policies requiring criminal background checks for employees, students, and volunteers. These facilities may refuse to accept individuals for clinical practicum or other experiential rotations based on past criminal convictions.

Students should be prepared to comply with the policies and procedures at any facility where they are assigned as part of their educational program and may not request facility assignments in an effort to avoid specific requirements. Expenses related to criminal background checks are the responsibility of the student. Students who have certain types of information in their criminal background checks may be ineligible to complete rotations in specific facilities. Students who are not allowed to participate at assigned facilities, or who are terminated from rotations based on the results of a criminal background check will be unable to complete the program requirements for graduation and will be subject to dismissal.

Persons with certain types of criminal convictions may not be eligible for state licensure and/or national registry or certification. In addition, many employers perform criminal background checks and may not hire individuals with certain types of criminal convictions. Any criminal activity that occurs after enrollment must be reported to the Clinical Education Manager immediately. Failure to do so may result in dismissal from the program.

FORMATIVE ASSESSMENT

Formative assessment is a process for evaluating the student's learning throughout the program. It is a shared responsibility between the student and all of the academic and clinical faculty with whom the student interacts. Formative assessment takes place during each semester and includes the following components: academic course grades, clinical education grades, designated projects/assignments completed as part of courses, and any other concern about academic and/or clinic performance not captured in grades or projects/assignments. Key indicators of formative assessment and formative assessment activities are identified by instructors on the course syllabi.

Formative assessment is a process for determining whether special steps need to be taken to remediate academic and/or clinical deficiencies and assist a student in being successful in future semesters. Formative Assessment is distinct from academic probation which is a formal status determined by grades earned in academic coursework. It also is distinct from clinical probation.

In some cases, the process of formative assessment may indicate that a remediation plan is needed in order to assist a student in being successful in future semesters. If a remediation plan is needed, students are expected to comply with those recommendations.

The student's academic advisor serves as the coordinator of Formative Assessment. The advisor gathers information each term and designs a remediation plan if necessary (with student input) and tracks information about completion of the remediation plan. Advisors track Formative Assessment activity for all semesters, regardless of whether a remediation plan was required.

When a student's performance on a Formative Assessment activity is unsatisfactory, the instructor evaluating that performance will determine the proper remediation activity and successful completion. This instructor will also keep the student's advisor informed about requirements and completion.

All Formative Assessment requirements must be satisfactorily completed in order to graduate.

REMEDIATION PLANS

A remediation plan is developed when a student's performance does not meet expectations in classroom work, clinical work, or both. Criteria for implementing a remediation plan include not only academic grades, but also the other types of performance evaluations that are considered under formative assessment. As explained above, the student and the academic advisor work together to design a plan that will enable the student's understanding and performance to meet expectations. Remediation plans utilize a number of different methods such as private tutoring, repeating or auditing coursework, lifestyle changes, counseling, independent study, and/or repeating clinical experiences. These methods are only examples, and there may be other approaches to meet the needs of an individual. Students are expected to comply with remediation plans.

INVESTIGATIVE PROJECT (Au.D.)

Students enroll in *Investigative Project* during the Spring semester of the third year of the Au.D. Program. However, students are encouraged to begin thinking about the project early on in the program. Students complete Biostatistics and Research Methods courses before initiating the investigative project.   In addition, they successfully complete a prospectus defense with their Investigative Project (IP) committee during the previous Fall semester preceding enrollment.

The objectives of the investigative project are:
1. To synthesize a body of literature related to a specific topic or problem in audiology or hearing science;
2. To cultivate professional writing skills;
3. To acquire didactic skills for dissemination of professional information;
4. To develop organizational and verbal tools needed for professional presentations.

Ordinarily, the investigative project includes three options:

a) Evidence Based Practice Systematic Review (EBPSR)
b) Experimental Project
c) Professional/Clinical Project

Regardless of the option chosen, the student projects are expected to be disseminated through a presentation at a relevant local, state, national or international meeting and/or submitted for publication to a professional/scientific journal. The decision about the submission process for each project will be made jointly

by the student and faculty members involved in the project.

The idea for the project is developed in conjunction with a CDS faculty member; however, it is the student's responsibility to determine possible topics. If the student knows the area in which he/she would like to complete the project, he/she should approach a faculty member who is teaching or doing research in the area, or who is providing clinical service. If the student is uncertain as to the area he/she would like to investigate, he/she may want to approach various faculty members with possible ideas that have been preliminarily explored and to discuss various topics. <u>The topic and selected committee members must be determined by the end of the Fall semester of the second year, at which time the student and the Project Director complete and sign *the Investigative Project Agreement Form*</u>.

Evidence Based Practice Systematic Review
Students complete an evidence based practice systematic review under the guidance of a Rush Communication Disorders and Sciences faculty member.   An optional, second member can be part of the project committee. A description of the steps involved in evidence based practice systematic review may be found in the Appendix. The project culminates in a professionally written paper and tutorial presentation to the department. Dissemination of the project findings at local, state, or national meetings or professional/scientific publications is expected.

Experimental Project
The experimental project option affords the student the opportunity to direct hands-on, clinic- or lab-centered research. The project is data-based and may be an original or replication study. The methodology for this project is expected to be carefully planned and controlled. However, the sample size may be limited. The project culminates in a professionally written paper, and presentation to the department. Dissemination of the project findings at local, state, or national meetings or professional/scientific publications is expected.

Students complete an experimental project under the guidance a Rush Communication Disorders and Sciences faculty member, and another committee member. At least one member of the committee must hold a Ph.D. degree. Adjunct faculty may serve on the committee but not as the project director. Family members cannot serve on committees.

Professional/Clinical Projects
Students complete professional/clinical projects under the guidance of a Rush Communication Disorders and Sciences faculty member.   These projects address issues related to a professional or clinical need. Students develop the question, research the available information, consult with experts or other professionals, and develop a solution or outcome that answers the question. The need and background for these projects are thoroughly researched, and the methodology is carefully designed. The project culminates in a professionally written paper and tutorial presentation to the department. Dissemination of the project outcomes at local, state, or national meetings or professional/scientific publications is expected.

Suggested Timetable for Projects
The following outline is a general timetable for completing the investigative project. The timetable should be taken as a guideline, realizing that there is variability among projects, committees and individual students.

1. Prior to beginning the project, the student should discuss the project topic with a faculty member. Typically, the student should start developing possible topics for the project no later than Spring semesters of the first year*.*

2. Spring semester of the first year to Summer semester of the second year: Student discusses topic ideas with the academic advisor and other faculty as appropriate.

3. Summer semester of the second year (for those who began the program in 2016) or Fall semester of the

third year (for students who began the program in 2017 or later): Students will take IP seminar. While enrolled in the IP seminar, the project director is identified and assigned and committee members are selected. Working with the project director student will have identified the final topic and will have completed the *Investigative Project Agreement Form*   by the end of the IP seminar.

4. Fall semester of the third year: Student works with the Project director to develop a timeline for completion of the project. The student completes the prospectus defense by the end of the semester. A 2-3 page prospectus is expected and the prospectus will be presented to the student's committee during a face-to-face meeting. If needed, a project application is filed with the IRB no later than the end of the Fall semester for experimental projects. (For students entering the program in 2017 or later this step is combined with the IP seminar in the Fall semester of the 3rd year).

5. Spring semester of the third year: For experimental projects, the IRB approval is received and data collection has begun.

6. Course syllabus will be provided by the Project Director for investigative Project course that will specify further grading criteria based on how the student achieves learning objectives, timelines, and participates in committee meetings.

7. In the middle of the Spring semester, during the 7th week, students taking Investigative Project must present a short five (5) minute update on their projects to students and faculty of the department.

8. For all projects, students are expected to complete writing the first three chapters (Introduction, Literature Review, Methods) by the first week of March. At this time, the Project Director will alert the Manager of Audiology Clinical Education if any student has not completed the three chapters and is not in a position to complete the IP on schedule; in this case, the start of the student's Externship will be delayed and the Externship may need to be re-arranged for a different site pending availability*.* This may delay the student's graduation.

9. Spring semester of the third year: For all projects, analysis of data or description of outcomes and completion of writing, as well as a formal presentation of the project to faculty and students will be completed in April. The professionally written paper in current APA style and formatting is submitted to the department by the last day of classes during Spring semester.

10. If the investigative project is not completed by the end of the Spring semester, the student will not begin CDS 691 Externship. The Externship will be delayed pending availability of an appropriate site, and the student's graduation will also be delayed.

11. Spring semester of the third year through Spring semester of the fourth year, the investigative project materials are expected to be submitted for a presentation at a local, state, national or international meeting and/or for a publication in a professional/scientific journal.

Investigative Project Formatting Guidelines

 The following formatting guidelines listed below must be followed when preparing the project manuscript. For questions not covered by these guidelines, please refer to the current APA guidelines for research articles submitted for publications.

1. Title page must include title, author, committee members and date submitted.
2. Abstract – about 150 words (between 100 and 200).
3. Running head – a shortened version of the title and the last name of the author on each page in the

page header.
4. All pages must be numbered.
5. Sections headings in bold and appear in the following order: Introduction, Literature Review (maybe combined into one), Methods, Results, Discussion, Conclusion (the last two can also be combined), References, Collected Figure captions, Figures, Tables, Appendix (if any).
6. Acknowledgments, if any, follow directly after the discussion section.
7. References in text and in the bibliography section must follow the current APA format.

Updated 7/24/17

OPTIONAL THESIS
MASTER'S DEGREE IN SPEECH-LANGUAGE PATHOLOGY

Many students in graduate school choose to do a master's thesis, thereby gaining valuable research experience. A thesis project is data-based and may be an original or replication study. Often students present the results of their research at a professional meeting or publish results in a professional journal. The thesis project is optional in the speech-language pathology curriculum and students are encouraged to consider choosing this option. Students exploring the thesis option must not have been placed on academic probation at any time during the course of their enrollment.

Academic Credit for Thesis

The student can receive up to six hours of academic credit for the development and execution of the thesis project   In order to allow for the thesis, the student's curriculum may be modified.   Such modifications will be decided following consultation among the thesis director, the student, and the clinical education manager to assure that the requisite knowledge and skills and practicum hours for certification(s) and licensure are met. A student's undergraduate experiences, knowledge and skills development, and total clinical contact hours will be considered in planning the changes to the student's program. The 6 semester credits devoted to completing a thesis (1 independent study credit and 5 thesis credits) may be offset by exempting a student from up to 6 semester credits of coursework. Modifications may involve the following:

1. Enroll for 1 credit hour of Independent Study (CDS 900) in Spring Semester of Year 1, as determined with the approval of the director, to begin developing the project. This activity will receive a letter grade.

2. Enroll for 2 credits of Thesis (SLP 598) in the Summer Semester and the Fall Semester of Year 2. Enroll in 1 credit of Thesis (SLP 598) in Spring Semester of Year 2. These activities will receive a letter grade each term.

3. De-select up to 6 credits from a list of courses depending on a student's interests and background (e.g., undergraduate coursework) with the approval of the director, after consultation with the clinical education manager (see list of italicized courses under the Thesis Track earlier in this manual).

Clinic practicum hours may be altered. Students selecting the thesis option should schedule an appointment with the clinical education manager at the time they elect to complete a thesis to begin this planning. The Summer Practicum (SLP Practicum 3) may be increased to 6 credit hours. The

Spring Year 2 Practicum (SLP Practicum 5) may be reduced to 8 credit hours. These practicum experiences will be scheduled either on campus or at select external sites to facilitate completion of the thesis. Students may also seek additional practicum opportunities earlier in their academic programs, for example during academic breaks, to accelerate the achievement of the requisite number of contact hours. Students who may potentially alter their practicum hours must be in frequent contact with the clinical education manager to monitor that the requisite contact hours needed for graduation are being attained. Students who do not obtain the needed contact hours will register for additional credit during the following summer semester so that this graduation requirement will be met.

Decision to Complete a Thesis and Formation of the Thesis Committee

Any student with the drive and ability to complete a thesis is encouraged by the faculty to do so. Because of the rigor in completing a thesis, and because of the significant commitment by the faculty, students must demonstrate they are capable of completing such a project. It is expected that students completing a thesis will maintain satisfactory academic progress throughout their program. Initial eligibility for a thesis is at the discretion of the thesis director. Continuation of the thesis project is at the discretion of the thesis director and the thesis committee.

The topic for a thesis is developed in conjunction with a faculty member. If the student knows the area in which she/he would like to do a thesis, she/he should approach a faculty member who is teaching or doing research in that area. If the student is uncertain as to a thesis topic, she/he may want to approach various faculty members and discuss the possibility of developing a thesis project. Often, as a courtesy, students are advised to speak with all PhD faculty about their interest in completing a thesis.

The thesis director must hold a research doctorate (PhD) and be an active member of the faculty of the Department of Communication Disorders and Sciences (CDS). The student and the thesis director select two additional CDS faculty members from the active, honorary, visiting, or adjunct faculty to complete the committee. Students are encouraged to select a fourth member from another department within the university or from outside of RUMC as appropriate for the topic of the thesis. Students should have the Thesis Proposal Approval form (see Appendix XII) signed by all committee members prior to beginning data collection.

Following committee approval of the student's prospectus, the thesis director will provide the faculty within the department a brief written description of the proposed project and a list of committee members. The student and the thesis director should consult the Rush University Guide for Preparation of Dissertations and Masters' Theses, available at the Rush University library home page. The thesis director is responsible for ensuring that the project has Institutional Review Board approval prior to data collection.

The Thesis Process

The following outline is a general timetable for completing a thesis. The timetable should be taken as a guideline, realizing that there is variability among thesis projects, thesis committees and individual students. Students may not collect data for the thesis project until the prospectus has been

<u>approved by the committee.</u>

1. **Fall semester, first year**: Student should discuss a thesis topic with faculty member and begin planning the project. The student should review thesis guidelines of the College of Health Sciences and the Rush University Guide for Preparation for Dissertations and Masters' Theses

2. **Spring semester, first year**: Student developing prospectus for thesis and forming the committee.

3. **Summer/fall semester, second year**: Prospectus meeting should be completed by the first week of fall semester. The prospectus should be disseminated to the committee for approval no less than two weeks prior to the scheduled date of the prospectus meeting. If this deadline is not met, a meeting of the committee will be called by the thesis director to discuss the student's work to date, expected timelines for completion, and criteria for continuation.

    The purpose of the prospectus meeting is for the committee to determine the feasibility of the topic and the thesis proposal, and to permit the student to proceed only after such determination has been made. The committee shall sign off on the student's proposal and an e-copy should be kept electronically in the department server. The signing of this document signifies that the student has permission to proceed with the study as outlined in the proposal. If substantive changes in the proposal are required, the committee may need to meet again before approving the thesis.
    Any substantive changes made to the prospectus following the committee's approval will need to be submitted to the committee for review and approval before the thesis project can continue.

4. **Early Fall semester, second year**: IRB approval received.

5. **Fall/early Spring semesters, second year**: Data collection and analyses.

6. **Spring Semester, second year**: Complete writing.
7. Late Spring Semester: complete oral defense. Copies of the thesis will be provided to the thesis committee, typically 2 weeks prior to the date of the defense of the thesis. The oral defense of the thesis replaces oral comprehensive examinations. The oral defense consists of two parts: First, a public presentation of the research findings is made.   This presentation should be made known to the university community (see RU catalog), with date and time indicated two weeks before the presentation. The public presentation is followed by a closed, executive session of the thesis committee and the student, at which time the student will officially defend the thesis. Members of the academic community with a doctoral degree may sit in on the executive session, but may not participate in the questioning of the student during the closed session unless permitted by the thesis director. Following the closed session, the student will be excused, and the thesis committee will vote on the acceptance of the thesis and discuss any required changes.

Students must obtain approvals from registrar and library and submit the completed thesis. The final version of the thesis is to be reviewed by the library and officially turned into the university

by a date specified by the Registrar's office each term (see RU thesis guidelines and official RU calendar).   This date should be verified with the Registrar and University Librarian early in the thesis process.   Students and thesis directors must therefore be mindful of this deadline so that the completion of the thesis and thesis defense are planned accordingly.

The number of pages of a completed master's thesis may vary greatly, depending on the number of tables, figures and appendices. A typical length is approximately 50-75 pages, including references and appendices. The thesis findings are expected to be submitted for a presentation to a state, national, or international meeting and/or for publication in a professional/scientific journal.

Students engaging in a thesis project must understand that its completion, or the failure to complete the thesis once the process has begun, may prolong the Master's degree program beyond the typical five semesters.   Thesis students must maintain enrollment at Rush University continuously until all graduation requirements have been completed.

Self-study modules via Blackboard

Students and faculty are required to complete self-study modules and tests annually on selected healthcare topics. Often, off-campus clinical sites require that these educational modules be completed before a student is accepted for the site. Students will receive information on how to access the appropriate modules and a schedule for completion of the modules.

**PRAXIS EXAMINATION IN SPEECH-LANGUAGE PATHOLOGY
AND AUDIOLOGY**

Both audiology and SLP students are required to take the PRAXIS prior to receiving their degrees. The faculty advises that speech-language pathology students take the PRAXIS at the end of the Fall Semester Year 2 or beginning of Spring Semester of Year 2, and that audiology students take it during the second half of their third year or during the fourth year. If an audiology student plans to complete an Externship in a state other than Illinois, he/she must contact the Clinical Education Manager to determine licensure requirements for that state. The PRAXIS is administered by the Educational Testing Service (ETS). Information and guidelines for these examinations are available from the department, and students also may obtain information directly from ETS. It is important to register early for the examination. Students are to ensure that PRAXIS scores are sent to Rush (**code RA0067**). Students are responsible for all PRAXIS fees. If a student does not pass the PRAXIS, the student is advised to follow up with his/her advisor so that support and resources may be made available for further study.

STUDENT SERVICE REQUIREMENT

The College of Health Sciences has developed a professional and community service requirement for all students as part of their academic programs. During the course of their degree program, each audiology and SLP student is required to complete at least 16 contact hours of approved professional or community service. Appendix XI provides a log for students to use to keep track of their volunteer hours. Those audiology students who join the Student Audiology Association are required as a part of that membership to complete community service hours. For these students, additional documentation of hours fulfilling the College requirement is not necessary. Those audiology students who are not members of the SAA should complete and document the 16 hours service requirement. SLP students are required to turn in to the SLP Program Director a copy of their signed volunteer logs prior to degree conferral.

ACADEMIC HONESTY

It is expected that all assignments submitted by a student as part of academic coursework and practicum are a result of the student's own efforts. Failure to comply with principles of academic honesty is a serious offense and can result in dismissal from the University. Academic dishonesty includes, but is not limited to, (1) cheating (e.g., use of crib notes), (2) plagiarism (e.g., copying any portion of someone else's original work without appropriate citation), (3) fabrication (e.g., creating data), (4) aiding and abetting dishonesty (e.g., writing a term paper for another student), and (5) falsification of records (e.g., keeping inaccurate records of supervised clinical education hours). A faculty member who believes an instance of academic dishonesty has occurred is responsible for documentation of the occurrence and acting accordingly. A student accused of academic dishonesty is referred to the Department Chair, who will review the matter with the student and the Program Director and provide a written summary of the actions to be taken. Students may appeal to the Department Advisory Committee.

www.rushu.rush.edu/rucatalog

Please also refer to the RUMC Policy on Social Media (Photo, Video and Sound Recording policy), to understand your obligations when engaging in social media and making any reference to Rush.

CONFLICT OF INTEREST

All of us at Rush University Medical Center – including students; faculty; employees; corporate officers; medical, nursing, and professional staffs – must use our best efforts and judgment to avoid any influences that could compromise patient care, research, business transactions, our objectivity or integrity. Conflicts of interest (COI) are defined as circumstances that create a risk that professional judgments or actions may be unduly influenced by a secondary interest. As a Rush student, you will learn about COI that may arise from clinical, research, and institutional conflicts, and you are expected to avoid and/or report such conflicts. Appendix V provides the Rush Conflict of Interest policy (by which students must abide) and an FAQ that further explains COI. Your academic advisor and other faculty are available to discuss COI or answer questions that you may have.

RUMC COI policy

ATTENDANCE and ABSENCES

Attendance is expected for all class meetings and clinical assignments. In the case of absence for a clinical experience, the student must follow the policy contained in the Clinical Education Manual. In the case of absence for a class meeting or event, the student must communicate with the instructor. If the course syllabus includes instructions about attendance/absence, those must be followed. Attendance may be considered by instructors in the assignment of grades, as indicated on course syllabi.

PROFESSIONAL MEETINGS

Professional meetings and workshops occur throughout the year, in Chicago as well as in other state and national locations. These meetings often provide opportunity to hear and meet leaders in research and clinical practice. Students are encouraged to attend such events, but should discuss the meeting and schedule with their advisors. Students also are encouraged to make presentations at professional meetings, and their advisors are ready to provide information about the process of submitting and presenting.

If a student wishes to attend a professional event that conflicts with a class meeting or a clinical schedule, s/he must consult with their academic advisor, the course instructor and/or clinical supervisor, and the Clinical Education Manager before being excused from those activities. Audiology students will find that there are many special workshops targeted towards students. As a guideline, audiology students may attend up to 4 professional meetings plus one other activity each year. In all cases, audiology students are to check with their advisors, course instructors, and the Clinical Education Manager.

ELECTIVE COURSEWORK AND INDEPENDENT STUDY

Elective coursework enables students to take course offerings in other departments in the university. Elective coursework may expand the student's knowledge in special areas and may be a valuable adjunct to thesis research and investigative projects. The student should select formal coursework which complements the study of audiology or speech-language pathology. Students should consult with their advisors regarding any anticipated elective coursework.

Students are encouraged to pursue independent study with faculty members within the Department of Communication Disorders and Sciences and from other departments. In some cases, independent study work may be utilized by the student as an alternative to repeating coursework which the student did not complete satisfactorily. In such cases the proposed independent study and instructor must be approved by the original course instructor, the student's academic advisor, and the Program Director.

INTERRUPTED PROGRAM

Any student who wishes or needs to interrupt their program must fulfill the following requirements:

1. Meet with his/her academic advisor and the Program Director and work out a plan of action ***before*** leaving the program.

2. For the M.S. in Speech-Language Pathology, complete all degree requirements within 48 months of the beginning of the first semester in which the full-time student is enrolled in the department.

3. For the Au.D. degree, complete all degree requirements within 8 years of beginning of the first semester in which full-time student is enrolled in the program.

4. Follow all appropriate leave of absence/withdrawal procedures and policies as defined by Rush University.

PART-TIME STUDY

The Speech-Language Pathology is designed for full-time enrollment. Students enrolling for part-time graduate study are expected to complete credit hours for graduation equal to those required of full-time students. The student's program of study will be modified in conjunction with his/her advisor and approved by the Program Director. The Audiology program does not allow part-time study.

STUDENT HEALTH INSURANCE

Rush University requires all students to be covered by a health plan in order to promote health and well being while protecting the individual from undue financial hardship that a medical emergency could cause. For information about the Student Health Insurance Plan, students should consult the Rush University Catalog and contact the Office of Financial Affairs. Periodically, students will be required to verify that their health insurance is current.

www.rushu.rush.edu/rucatalog

Student Disability policy

Please do not make requests for accommodation to individual faculty members, lecturers or course directors.

Rush University is committed to attracting and educating students who will help to make the health care profession representative of the national population, including individuals with disabilities. In keeping with Rush University's mission to promote diversity among its student population and providing equal access to its facilities, programs, services and learning opportunities, the University encourages students with disabilities to engage the Office of Student Disability Services as soon as they begin their program. Students should feel free to contact **Marie Ferro-Lusk, Manager of Student Disability Services** for Rush University to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.

Accommodations are not provided retroactively and students are encouraged to register with the Office of Student Disability Services as soon as they begin their program. Additional information can be found online at the Office of Student Disability website or by contacting the Office of Student Disability Services. In order to respect student's privacy and ensure a thoughtful interactive discussion, students should not make accommodation requests to individual faculty members, lecturers, or course directors, instead please contact:

Marie Ferro-Lusk, MBA, MSW, LSW
Manager, Student Disability Services
Rush University
600 S. Paulina St. Suite 440
Chicago, IL. 60612
Phone: (312) 942-5237
Fax: (312) 942-2778
Email: studentdisabilityservices@rush.edu
Website: https://www.rushu.rush.edu/students-disabilities
Email: studentdisabilityservices@rush.edu

TRANSFER OF CREDIT POLICY

The issue of transfer credit will be addressed only after the student is accepted into the program. Students should check with their academic advisors about the feasibility and process for transferring credit.

Students wishing to transfer a course should complete a Petition to Transfer Credit from, available online or in the Office of the Registrar. The transfer of credit process should be initiated no later than one quarter prior to when the required course is offered and completed prior to the first day of that quarter. The Office of the Registrar will inform the student and his/her advisor when a formal decision has been made regarding whether or not the credit will transfer. Specific directions can be found on the form. Transfer credit will only be accepted from an accredited college/university. Graduate-level courses must be completed with a "B" or better to be awarded transfer credit. This policy also applies to courses taken while a student-at-large at Rush. **Undergraduate-level courses cannot be transferred to meet the requirements of a course taught at the graduate-level at Rush**. Courses taken while an undergraduate and requested to receive transfer credit at Rush must be over and above the 120 credit hours need for the baccalaureate degree.

Audiology:
The faculty may approve graduate level transfer credit at the grade of B or better, not to exceed 45 quarter hours. Of those, a maximum of 6 quarter hours may be earned for clinical education experiences and a maximum of 39 quarter hours may be earned for didactic courses. The instructor who teaches the equivalent course at Rush and the Program Director recommend whether or not to approve credit for transfer.

Speech-Language Pathology
The faculty may approve graduate level transfer credit from accredited universities at the grade of B or better, not to exceed a total of 9 semester hour credits. Practicum experience at the graduate level may be transferred, not to exceed 2 semester hour credits. The instructor who teaches the equivalent course at Rush and the Department Chairperson recommend whether or not to approve credit for transfer.

WRITING EXPECTATIONS

Students should refer to the separate manual, "Doing Your Best in Graduate School" for discussion about writing expectations in the Department. Each student's writing will be assessed by faculty. Assistance and feedback is provided to students whose writing skills need to be strengthened. When necessary, a student may be required to enroll in a writing class, purchase books or other writing materials, and/or complete other assignments as directed by the faculty. Any expenses incurred are assumed by the student.

STUDENT ACADEMIC ADVISORS

Each student is assigned an academic advisor who is a member of the faculty in Communication Disorders and Sciences. Advisors are available to provide information and support to students throughout their graduate studies. Advisors strive to counsel, listen, and assist students on a timely and continuing basis throughout their degree program. Often, students turn first to their academic advisors if they have questions or concerns. Information about additional support services is provided at orientation and is also available in the Rush University Student Handbook and the Rush University website.

COMMUNICATION DISORDERS AND SCIENCES
STUDENT AWARDS

As part of the Graduation Day ceremonies, the faculty may present student awards. The Outstanding Student Award is awarded to the student who has exhibited exemplary performance and professionalism throughout his or her entire graduate program.

The SLP and Audiology Student Awards for Clinical Excellence are given to the graduating students who, in the opinion of faculty, best exemplify the Rush values of Innovation, Collaboration, Accountability, Respect, and Excellence throughout their clinical education experiences.

The Dean's Award is awarded to the student with the highest cumulative grade point average in the graduating class. No departmental nominations are necessary.
The CHS Faculty Award is given to a student, nominated and voted upon by the faculty, who best exemplifies the following:

    1. Encourages and supports classmates in achieving program goals and helps other students be

    successful.

    2. Values the work of others in patient care, scholarship, and service.

    3. Demonstrates enthusiasm for learning.

    4. Shows potential for future leadership in the profession.

The Outstanding Investigative Project Award is given annually to a fourth year audiology student whose investigative project is considered to be of the highest merit as evidenced by professional presentations and publications based on the student's project. Highest consideration also given to papers and abstracts submitted for publication or presentations.

The Speech-Language Pathology Comprehensive Examination Award is given to any student who achieves a "High Pass" score on all comprehensive examination questions.

CELL PHONES AND PAGERS

Students are expected to abide by medical center, department, and course instructor rules about the use of cell phones and pagers. Cell phone use is not permitted in many areas of the hospital. Students should check with their clinical supervisor about whether it is permissible to have a cell phone in the clinical area. Cell phones should be turned off during course instruction, including CDS Rounds and Journal Club. Pagers should be set to vibrotactile mode during classroom instruction, Rounds, and Journal Club. Inappropriate use of cell phones and pagers is discourteous and disruptive and may be hazardous in a medical setting.

Rush Interprofessional Patient-Centered Teams experience

Beginning in Fall 2017, all entering Rush University students will be enrolled in IPE 502, Interprofessional Patient-Centered Teams. This program will introduce students to the four Interprofessional Educational and Collaborative Practice (IPEC) domains: Values/Ethics, Roles/Responsibilities, Teams/Team work, and Communication. Students will use experiential team based learning to apply knowledge, skills, and values of the IPEC competencies. Students will be assigned to interprofessional teams that meet once monthly. For more information, see https://www.rushu.rush.edu/sites/default/files/Interprofessionalism/website-ipe-502-brochure-2017.pdf

HOODING OF GRADUATES

During their graduation ceremony, the CDS students receive a hood, which is part of traditional academic regalia. At Rush, students from both programs (AuD and SLP) select and honor an on-campus faculty member in their program to place the hoods over their heads during the graduation ceremony.   Students are surveyed anonymously to select program hooders.

KEYS AND ID ACCESS

Access to CDS student room in the clinic area, the Student Clinical Lab, and other labs require either an activated Rush Student ID or a key. Room access is explained at CDS new student orientation. Should a key be lost, replacement costs are the responsibility of the student and may include re-keying the lock for security purposes. Questions regarding room or building access should be directed to the student's supervisor.

E-MAIL AND INTERNET

Students are expected to check their Rush email accounts **at least once a day**.   Students should use Rush University E-mail for their communications with faculty and others in the university. This email goes through a secure server.   All department e-mail communication will be addressed to students' Rush University accounts.

STUDENT SIGNATURES ON CHARTS, DOCUMENTS, EMAILS

CDS Students are to use the following format when representing their position at Rush University Medical Center. These descriptors are to be used on emails, other correspondence, chart notes, and other documents.

For SLP students:

Jane Doe, B.S. (or other degree designator)
Graduate Student Clinician
Speech-Language Pathology
Rush University

For AuD students:

Jean Doe, B. S. (or other degree designator)
Graduate Student Clinician
Audiology
Rush University

PHOTOCOPYING AND PRINTING

Photocopying machines for student use are available in the library and in a number of the student study areas. The machine in the clinic area and the machines on the 10th floor of the Armour Academic Center are NOT available for student use. Printing may be done in the METC and the Student Lounge on the 9th floor of Armour.   Some costs may apply.

STUDENT, ALUMNI, AND EMPLOYER SURVEYS

At various times, the Department and College seek formal feedback from students, alumni, and employers of graduates. This feedback is used for department self-assessment and to plan ways to improve the audiology and SLP programs. Formal course evaluations are an important aspect of program assessment. CDS students evaluate their courses each term using an online system known as IDEA. Students in the program may also meet periodically with the Program Director or Department Chair to discuss their assessment of the programs. They also may be surveyed about their assessment of department and university resources. At graduation, students will complete an exit survey. After graduation, the new graduates will be surveyed about how well Rush prepared them for their positions.

Students and graduates are urged to participate in all of these meetings and surveys. This valuable input helps to strengthen the programs and to ensure that the needs of students and graduates are being met.

STUDENT PRESENTATIONS AND PUBLICATIONS

Student research and scholarship are encouraged and supported. Student research and scholarship may lead to presentations, abstracts, and publications at local, state, national, or international levels. Examples of such work include clinic cases, data-based research, or literature reviews. If the name/logo of Rush University appears on any document related to work that occurred while the student was enrolled at Rush University, even if the only reference is the student's Rush affiliation, the following policy applies. If the student's work is not related to a topic within the discipline/profession and the name/logo/affiliation of Rush University is not on the document, this policy does not apply.

In most cases, student research/scholarship is done in collaboration with department faculty. Examples include theses, investigative projects, work conducted as a Research Assistant, or work done as an independent study. In these cases, the department follows guidelines for authorship credit and other matters related to collaboration as found in the *Publication Manual of the American Psychological Association* (current edition).

When student research/scholarship is conducted independently, or with individuals not employed at Rush University, **the student must obtain approval from a departmental faculty sponsor <u>before</u> submitting, presenting, and/or publishing research results**. This applies to any oral presentation, poster session, or publication, in any stage, whether refereed (reviewed by an outside panel of experts) or not. Examples include:

- Submitting an abstract/summary for a presentation
- A poster session presentation
- Submitting an article, book chapter, or other written product

The student is responsible for identifying a sponsor. The sponsor's approval should be documented in the student's permanent file. If the sponsor is not the student's academic advisor, **the advisor should also be informed**.

STUDENT STUDY AREAS and STUDENT CLINICAL LAB

Student Clinical Lab (SCL), Lower Level OAB: This lab is designed for use by both SLP and audiology students. It contains equipment and materials similar to those that the students will use in their clinical practices. Lab assignments for various courses are usually completed in the SCL. Since many people use the SCL, it is important to respect the schedules and needs of others and to work quietly.   Lockers (unsecured) are available to store backpacks, bags or other materials while you are working in the SCL. Please do not bring excessive

materials into the table and work areas of the SCL. The space was not designed for such materials – rather, place those items in a SCL locker. **No food or drink are allowed in the SCL.** The SAA and NSSLHA groups are responsible for maintaining the SCL on a rotating basis.

TRAINEESHIPS, STIPENDS, ASSISTANTSHIPS, AND WORK-STUDY

Traineeships and stipends are often available for selected students via agreements with veteran's administration (VA) hospitals and other institutions.   For the VA, student trainees are selected by the staff at the VA medical center. Students agree to spend a specified number of on-site hours at the VA medical center, and they generally are not expected to complete other clinical education assignments during their quarters at the VA. SLP students usually accept VA traineeships during their fifth, sixth and/or seventh quarters of enrollment. Audiology students may accept VA traineeships during the second, third, or fourth year.

The selection of a student for a traineeship or stipend is an honor for the recipient. A student's performance in a traineeship is also a reflection on Rush University and this department. The student's acceptance of a traineeship must be made in writing to the appropriate Clinical Education Manager. In addition, the student must inform the Financial Aid Office about the award.

Students engaged in traineeships must make a commitment to fulfill all assigned duties and hour requirements of the traineeship. These requirements may exceed regular internal/external clinical education requirements. Should a student feel that s/he is unable to fulfill any or all of the requirements of the traineeship, s/he must first meet with the appropriate Clinical Education Manager to discuss the matter. If, following this meeting, the student remains steadfast in wishing to discontinue participation in the traineeship, s/he must petition the Department Academic Affairs Committee which will hear the request and make a recommendation consistent with university policies. Failure of a student to appropriately petition the Department Academic Affairs Committee could result in a grade of an "F" for that quarter of clinical education.

Student assistantships are sometimes available through the department and through individual faculty who have grant funding. All students enrolled in CDS are considered eligible for such awards. Work-study positions are available at the university, and the Office of Student Finance provides information about eligibility and the location of work-study positions.

APPENDIX I - XII

I. ASHA Code of Ethics
II. AAA Code of Ethics
III. University statement on student conduct and academic dishonesty (link below)
   www.rushu.rush.edu/rucatalog
IV. Confidentiality Policy for Rush University Students
V. Rush University Medical Center Conflict of Interest policy
VI. Record Retention and Destruction Policy
VII. Technical Standards
VIII. AUD Comprehensive Examinations
IX. Release of Information Form
X. Medical Center University Campus Map
XI. Professional and Community Service Log
XII. Thesis Proposal Approval Form

APPENDIX IV
Confidentiality Policy
Rush University Students

1. **CONFIDENTIALITY**: As a condition of enrollment at Rush University all students must maintain and safeguard the confidentiality of all patient, personnel, student and financial data and records, whether kept in paper or electronic form (hereafter referred to as "confidential information" or "confidential record(s)"). These records include any and all patient protected health information under the Health Insurance Portability and Accountability Act (HIPAA) and any and all student information under Family Educational Rights and Privacy Act (FERPA).

2. **DISCIPLINARY PROCEDURE:**
For any violation of accessing and/or disclosing confidential information or records, the involved person(s) will be subject to disciplinary action based on the level of the violation. Violations of confidentiality have been divided into the following two categories with the corresponding disciplinary action for each category of violation.

a) Category 1: Inadvertent Access and/or Disclosure

This level of violation occurs when a person unintentionally or carelessly accesses or reveals confidential information to others without a legitimate need-to-know. Examples include, but are not limited to:

- Leaving inadvertently a copy of a confidential record in the cafeteria or library;
- Leaving a computer unattended in an accessible area with a confidential record unsecured.

Exception: A Category 1 violation of inadvertent access does not include accessing a confidential record by mistake for a brief duration without any reasonable justification (e.g., requesting of a medical record of a similarly named patient and looking up an incorrect name in the electronic record).

Disciplinary action may be administered in the following order:

First Offense: Counseling
Second Offense: Issuance of a Written Warning
Third Offense: Issuance of a Final Warning which may be accompanied by a suspension from Rush University
Fourth Offense: Dismissal from Rush University

Approved by Rush University Council on April 21, 2010[1]

Disciplinary Action
Disciplinary action for this offense is typically administered in a progressive fashion starting with the least severe, but may be issued at any point in the sequence above based on the individual circumstances involved.

b). Category 2: Intentional and Unauthorized Access and/or Disclosure
This level of violation occurs when a person intentionally accesses and/or discloses confidential information for purposes other than the care of the patient or outside the scope of a job role, or for other unauthorized purposes. Examples include, but are not limited to:

- Looking up birth dates;
- Accessing a public personality's medical record;
- Accessing a relative's, friend's, fellow student's or co-worker's medical record without proper authorization (i.e., without properly completing and submitting an Authorization for Release of Patient Health Information form (MR Form 1928));
- Discussing or sharing in any form a patient's information with another person who is not the patient's health care provider;
- Unauthorized delivery of any portion of a patient's medical record to a third party

Exception: A Category 2 violation does not include the intentional access of a
confidential record by the following individuals who have the legal right to access the electronic record:

- individuals accessing their own confidential records,
- parent of a minor child if the minor child does not have the legal right to consent as enumerated in OP & P 0029, Section C.4.b.,
- patient's legal guardian or legal representative as defined by state law (e.g., those who have a power of attorney).

Disciplinary action may be administered in the following order for <u>accessing and/or disclosing confidential information of another person</u> without proper authorization:
First Offense: Issuance of a Written Warning
Second Offense: Final Warning which may be accompanied by a suspension from Rush University
Third Offense: Dismissal from Rush University

Approved by Rush University Council on April 21, 2010[2]

Rush University reserves in its sole discretion to dismiss an enrolled student even for a first time offense, depending on the circumstances for a Category 2: Intentional and Unauthorized Access and/or Disclosure violation. For example, when a person discloses confidential information without required authorization, he or she can be dismissed from the University for the first time offense.

For categories 1 and 2, a student may also receive a higher level of discipline or be dismissed from the University for a first time offense of a confidentiality violation if he/she has a record of disciplinary action(s) for offenses unrelated to confidentiality violations.

. B. **Investigation Procedure for All Categories of Suspected Patient Confidentiality Violations**

The following process should be followed when a violation or suspected violation of patient confidentiality occurs:

1. An alleged violation of patient confidentiality shall be reported to the HIPAA Privacy Office at extension 2-2995.

2. The HIPAA Privacy Officer will alert the Dean of the appropriate College or his/her designee, of instances of unexplained access and/or allegations of violation of patient confidentiality.

3. The HIPAA Privacy officer, in collaboration with the Dean of the appropriate College or his/her designee will review and investigate the alleged violation to determine necessary actions and/or discipline.

4. The student may request a review of any proposed disciplinary action in accordance with the procedures outlined in the Rush University Catalog.

C. **Investigation Procedure for All Suspected Confidentiality Violations (Confidentiality Violations of Personnel, Student and Financial Data**)

The following process should be followed when a violation or suspected violation of confidentiality of personnel, student and financial data occurs:

1. An alleged violation of confidentiality shall be reported to the Dean of the student's college.

2. Upon notification of the alleged violation, the Dean of the student's college or his/her designee will review and investigate the alleged violation to determine necessary actions and/or discipline.

Approved by Rush University Council on April 21, 2010[3]

3. The student may request a review of any proposed disciplinary action in accordance with the procedures for disciplinary action outlined in the Rush University Catalog.

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Approved by Rush University Council on April 21, 2010[4]

APPENDIX V   (Conflict of Interest Policy)

http://inside.rush.edu/Policies/Lists/Master%20Policy/DispForm.aspx?ID=2280

APPENDIX VI (Record Retention and Destruction Policy)

Any information pertaining to student records will be kept in accordance with the Record Retention and Destruction Policy of Rush University.
http://inside2.rush.edu/policies/Pages/default.aspx

APPENDIX VII

Audiology & Speech-Language Pathology Technical Standards:

Rush University is committed to diversity and to attracting and educating students who will make the population of health care professionals representative of the national population.

Our core values — ICARE — Innovation, Collaboration, Accountability, Respect and Excellence translate into our work with all students, including those with disabilities. Rush actively collaborates with students to develop innovative ways to ensure accessibility and creates a respectful accountable culture through our confidential and specialized disability support. Rush is committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations.

The following technical functions are required of all students enrolled in the Audiology or Speech-Language Pathology program:

Acquire information:

- Acquire information from demonstrations and experiences in courses such as lecture, group, and physical demonstrations.
- Acquire information from written documents and computer systems (e.g., literature searches & data retrieval).
- Identify information presented in accessible images from paper, slides, videos with audio description, and transparencies.
- Identify information presented in images from paper, slides, videos, and transparencies.
- Recognize and assess patient changes in mood, activity, cognition, verbal, and non-verbal communication.

Use and Interpret:

- Use and interpret information from assessment techniques/maneuvers. Use and interpret information related to physiologic phenomena generated from diagnostic tools

Motor:

- Possess psychomotor skills necessary to provide or assist in holistic "program name" care and perform or assist with procedures and treatments.
- Practice in a safe manner and appropriately provide "program name" care and assessment in emergencies and life support procedures and perform universal precautions against contamination.

Communication:

- Communicate effectively and sensitively with patients and families.
- Communicate effectively with faculty, preceptors, and all members of the healthcare team during practicum and other learning experiences.
- Accurately elicit information including a medical history and other information to adequately and effectively evaluate a population's, client's or patient's condition.

Intellectual ability:

- Measure, calculate, reason, analyze, and synthesize data related to diagnosis and treatment of patients and populations.
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the "program name" role.

- Synthesize information, problem solve, and think critically to judge the most appropriate theory, assessment, or treatment strategy.

Behavioral:

- Maintain mature, sensitive, effective relationships with clients/patients, families, students, faculty, staff, preceptors and other professionals under all circumstances.
- Exercise skills of diplomacy to advocate for patients in need.
- Possess emotional stability to function under stress and adapt to rapidly changing environments inherent to the classroom and practice settings.

Character:

- Demonstrate concern for others, integrity, accountability, interest, and motivation are necessary personal qualities.
- Demonstrate intent and desire to follow the Rush University and "program name" Code of Ethics.

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine that they require accommodation to fully engage in the program, should contact the Office of Student Disability Services [https://www.rushu.rush.edu/office-student-disability-services] to confidentially discuss their accommodations needs. Given the clinical nature of our programs, time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

EVALUATION FORM FOR ORAL COMPREHENSIVE EXAMS

NAME: _____   **I.D. #:** _____

QUESTION: _____

1.   **Relevance:** The student answers the question   **1   2   3   4**
     that is asked without significant assistance.
     - *4 = question asked is answered by the student with no or almost no assistance*
     - *3 = question asked is answered by the student with no significant assistance; some cueing provided*
     - *2 = question asked is answered by the student, but student needed significant cueing and redirection*
     - *1 = student had great difficulty answering the question or could not do so even with significant cueing and direction*

2.   **Content:** The student's responses reflect in   **1   2   3   4**
     depth of knowledge of the area, accuracy of
     information, and logic.
     - *4 = answer to question was accurate and very thorough, demonstrating depth of knowledge in the content area*
     - *3 = answer to question was accurate and complete, showing good, basic knowledge of content area*
     - *2 = answer to question was inaccurate in one key point or in several minor details; sound, basic knowledge in the content area was not demonstrated.*
     - *1 = answer to question was inaccurate in more than one key area; knowledge in the content area was weak and answer was illogical or contradictory in areas.*

3.   **Organization:** The student's responses are clear,   **1   2   3   4**
     integrate background information and show
     evidence of synthesis of ideas.
     - *4 = answer demonstrated effective and clear organization of ideas, integrating foundation knowledge (e.g, concepts from speech and hearing science, physiology, etc.).*
     - *3 = answer demonstrated organization of ideas and key points.   Student able to discuss some foundational knowledge relative to topic area; some prompting may have been needed.*
     - *2 = answer was poorly organized and reflected weak knowledge of speech and language foundations*
     - *1 = answer was unorganized and confusing and included little or no expected knowledge of speech and language foundations.*

4.   **Evidence:** The student is familiar with tests,   **1   2   3   4**
     methods and/or references to support responses.
     - *4 = student provided evidence from the literature or other sources to support answer, with no prompting*
     - *3 = student provided some supporting evidence, with prompting*
     - *2 = student provided a minimal amount of supporting evidence, even with prompting*
     - *1= student could not support answer citing evidence, even with prompting.*

5. **Professionalism:** The student demonstrates   **1**   **2**   **3**   **4**
familiarity and facility with the topic and
exhibits confidence in her/his answers.

- *4 = student answered question demonstrating confidence and poise throughout the discussion*
- *3 = student remained reasonably poised throughout discussion of question, although was less certain in answer.*
- *2 = student was less than confident in answering the question (with brief loss of composure); may have expressed by word or body language uncertainty in answer*
- *1 = student was unable to remain poised and could not remain composed in answering the question.*

COMMENTS:

GRADE: **19 OR ABOVE = High**   **Examiner:** _____
           14 – 18 = Pass
           13 – or below = Did not Pass   **Date:** _____

Retake (if needed) scheduled for   **Day and date:** _____
Faculty to be present: _____

APPENDIX VIII

**Comprehensive Examination in Audiology: Some topics to emphasize during preparation arranged
by subject area**

NOTE: Questions on the comprehensive examinations may include, but are not necessarily limited to the topics listed below. These topics are intended to serve as a general study guide and include major topics that should be emphasized as your prepare for the examination.

Behavioral and electrophysiologic diagnostic methods
- kinds of tests by age group
- differential diagnosis for different types of pathologies and different sites of lesion
- understand sensitivity and specificity of different tests (not as specific numbers but as concepts), understand why and how these characteristics of tests are used clinically, and how it affects the choice of tests.
- relationships of diagnosis to rehabilitation and treatment options
- how tests complement each other in establishing diagnosis

Principles of electrophysiology, anatomy and physiology, psychoacoustics, acoustic phonetics
- Anatomical landmarks, pathways and tracts in the central and peripheral auditory system.
- Anatomy and physiology associated with auditory electrophysiology, type of tests, stimuli, responses, and their characteristics.
- Auditory sensitivity, thresholds, MAP and MAF and methods of measurement, major units (SPL, HL, SL).
- Processing of frequency and intensity information in the auditory system (peripherally and centrally).
- Speech perception: understanding major acoustic cues, and the role of audibility in speech intelligibility.
- Understand the concept of critical bands and how they are measured in masking experiments.
- Perception of pitch and loudness.
- Frequency and intensity discrimination (including behavioral methods).
- Temporal processing in the auditory system.
- Binaural hearing and space perception, the role of interaural time and level differences.
- Basic concepts of the Signal Detection Theory.

Rehabilitation
- Selection and verification of amplification instruments
- Selection and implementation of appropriate rehabilitation methods
- Outcome measures
- Educational audiology (issues and methods)
- Principles of pediatric hearing aid fittings
- Amplification validation measures
- Speech perception and aging
- Effects of hearing loss on speech, language and psychosocial development
- Counseling
- Hearing handicap

Vestibular assessment
- Peripheral and central anatomy and physiology, reflex arcs, relationship to eye movements.
- Eye movements as they relate to ENG, VENG, interpretations of findings in view of underlying physiological processing and anatomical structures.
- Calorics, nystagmus, effects of positioning.
- Common vestibular pathologies, and their diagnosis
- Basics of vestibular rehabilitation.

APPENDIX IX

RUSH UNIVERSITY
COLLEGE OF HEALTH SCIENCES
Department of _____

Release of Information

Name of Student (Please print):

Student Social Security No.:

I hereby authorize the Department of _____at Rush University to release the information indicated below.

Type of letter or information to release:

☐ Letter of Recommendation

☐ Enrollment Verification

☐ Employer – Credentialing Status (i.e. board exam eligibility, etc.)

☐ Other (Please write in):

To Whom should the letter be addressed (i.e., name of supervisor, name of human resources representative, etc.):

Name:	
Street Address:	
City, State, Zip Code:	

Date letter needed:

Distribution of Letter:

☐ Student will pick up letter from Department office.

☐ Department to mail letter directly to facility.

No request will be processed until you have given us your permission.

Student's Signature: **Date:**

APPENDIX X

Getting Around at Rush University Medical Center
4th FLOOR MAIN STREET MAP

Rush University
College of Health Sciences

CHS: Student Professional and Community Service Requirement

Dept. of Communication Disorders & Sciences
STUDENT SERVICE REQUIREMENT DOCUMENTATION FORM

Name: _____   **Program (circle): AuD   SLP**
Advisor: _____   **Graduation Year:_____**

ACTIVITY	DATE	HOURS COMPLETED	VERIFICATION SIGNATURE*

Total Hours Completed: _____ (16 hrs. minimum)   Date: _____

- **Signatures from supervisors associated with the experience are required.   The signature of a fellow student typically is not acceptable.**

Master Thesis Proposal Approval Form

Department of Communication Disorders and Sciences

The undersigned have examined the thesis proposal entitled:

_____

_____

Presented by: _____, a candidate for the degree of Master of Science

The undersigned have examined the thesis proposal and hereby approve the proposed project.

(signature)   (signature)

_____   _____
* Name (Chairperson)   (date)   Name   (date)

Rank   Rank

Department   Department

University   University

(signature)   (signature)

_____   _____
Name   (date)   Name   (date)

Rank   Rank

Department   Department

University   University

* NOTE: Please make only as many spaces for signatures as you have committee members!