

TTUHSC Mission

As a comprehensive health sciences center, our mission is to enrich the lives of others by educating students to become collaborative healthcare professionals, providing excellent patient care, and advancing knowledge through innovative research. To view the institution goals and vision statement please visit <https://www.ttuhschool.edu/about/mission-vision.aspx>

SHP Mission

The mission of the TTUHSC School of Health Professions is to enhance the quality of life of those we serve by delivering exemplary holistic student-centered education and cultivating research opportunities, while championing interprofessional and clinical care partnerships that are innovative and relevant to the communities we serve.

SHP Vision

The TTUHSC School of Health Professions will be a premiere school that uses innovation and collaboration across education, scholarship, and clinical care for West Texas communities and beyond.

SHP Organizational Philosophy

As a multi-campus, regional element of the TTUHSC education system, we seek to encourage maximum learning and enhance the accessibility of our educational programs and services by applying a variety of innovative educational approaches and technologies.

We seek, through our research and clinical service activities, to contribute positively to improving the general health status and overall quality of life of the people of West Texas, while enhancing our professional and clinical competence.

Our faculty are, first and foremost, student-oriented and teaching focused. We value activities that enhance teaching effectiveness and learning while seeking to create an environment conducive to research and effective clinical service.

Our staff are student-oriented professionals who provide high-quality, responsive service to students and faculty. We strive to maintain an empowering environment based on mutual trust, respect and partnership among faculty, staff and students.

We accomplish our mission with the context of the mission, vision and policies of the Texas Tech University Health Sciences Center and the Board of Regents.

Diversity Statement of TTUHSC

The core foundational value of including the diverse cultures, lifestyles, personal beliefs and ideas of all those we serve- and serve alongside- provides a positive impact on the health of our regional, national, and global societies. As we pursue excellence in healthcare education, research, and patient care, we will be ever mindful of the strength that is gained through unity and diversity.

<https://www.ttuhschool.edu/diversity/>

Expectations of Student

Students studying in the School of Health Professions must complete the professional curriculum within the prescribed school and departmental academic and calendar guidelines. Health Professions' students are required to observe departmental, school, and institutional regulations and requirements. Health Professions' students are expected to maintain a professional attitude toward the patients to whom they will provide healthcare, and toward the colleagues with whom they learn and work. Only the specific course instructor can excuse absences. Other policies concerning departmental expectations of Health Professions' students are contained in the student handbooks of the respective departments. Students will be held responsible for both the information contained in this catalog and in the departmental handbooks. In addition, students are expected to abide by all stated school or departmental policies and regulations.

Misuse or Abuse of Computer Equipment, Programs or Data

Conduct for which disciplinary action may be taken in relation to computer equipment, programs or data include, but are not limited to, the following:

1. Unauthorized use of computing resources or use of computing resources for unauthorized or Non-Academic purposes.
2. Unauthorized accessing or copying of programs, records or data belonging to TTUHSC or another user or copyrighted software, without permission.
3. Attempted or actual breach of the security of another user's account, depriving another user of access to TTUHSC computing resources, compromising the privacy of another user, or disrupting the intended use of computing or network resources.
4. Attempted or actual use of TTUHSC computing resources for personal or financial gain.
5. Attempted or actual transport of copies of TTUHSC programs, records or data to another person or computer site without written authorization.
6. Attempted or actual destruction or modification of programs, records or data belonging to TTUHSC or another user or destruction of the integrity of computer-based information.
7. Attempted or actual use of the computing facilities to interfere with the normal operation of TTUHSC computing systems; or, through such actions, causing a waste of such resources (people, capacity, computer).
8. Allowing another person, either through one's personal computer account, or by other means, to accomplish any of the above.
9. Any violation of federal or state laws or violation of the TTUHSC computer-use policies or "Code of Student Conduct."

Any act or omission that violates federal, state or local laws or regulations relating to computer equipment, programs or data and which is not otherwise covered in the TTUHSC Student Handbook is grounds for disciplinary action and referral to the appropriate law enforcement or investigative agency.

Marketable Skills

1. Interpersonal and Communication skills
Ability to interact and communicate effectively with varied audiences (patients, colleagues, healthcare team, other professional groups, etc.)
2. Professionalism
Professional conduct; understanding of legal/regulatory requirements; time management skills; critical thinking; respect; compassion; integrity; sensitivity to culture, age, and gender
3. Lifelong learning and Improvement
Ability to critically analyze and reflect on one's own practice experience and professional literature, for the purpose of learning and improving skills
4. Interprofessional Practice
Awareness of and responsiveness to the larger system of healthcare; ability to perform effectively in different team roles
5. Discipline-specific knowledge and skills
Defined specifically by the programs

Technical Standards

To successfully complete a program within the School of Health Professions, students must meet the established technical standards for their respective program. The abilities and expectations for the program must be met by all students admitted, with or without reasonable accommodation.

Change of Contact Information

Students are required to:

Maintain a current address(s) (i.e. permanent, local, emergency contact, billing, etc.) and telephone number(s) in the TTUHSC WebRaider Portal at <https://webraider.ttuhschool.edu>.

It is the responsibility of each student to maintain a current local address and telephone number with the academic program and the Office of Admissions and Student Affairs in the School of Health Professions.

Students should maintain current information in the WebRaider Student Portal to receive notice of grades, semester bills, and all other correspondence sent by the Office of Admissions and Student Affairs and Student Business Services.

Additionally, it is very important to keep your emergency contact information up to date.

The School of Health Professions will not be held responsible for consequences incurred due to address changes that are not reported.

TTUHSC Student E-mail

The TTUHSC Information Technology Department assigns all students an official TTUHSC email address provided with an initial password code prior to new student orientation. TTUHSC will use this email address for official communications between the institution and students. Students must use the provided TTUHSC email address while enrolled in the School of Health Professions. Emails will not be redirected or forwarded to another non-TTUHSC account. This email address will be the ONLY email address used for official communications between TTUHSC and students, faculty, and staff. Students are responsible for monitoring and responding to any required information sent to this email address.

Use of TTUHSC Logos

Colleges, Departments, Centers, Institutes and other TTUHSC organizations may use the official TTUHSC logos. However, TTUHSC logos are legally protected trademarks, and restrictions apply. Students are expected to follow guidelines that pertain to the use of TTUHSC logos. Refer to the TTUHSC Identity Guidelines at: <https://www.ttuhschool.edu/communications-marketing/specialty/marketing-brand-strategy.aspx>

Obtaining Permission to use Logos: SHP students, SHP student organizations, and other organizations that wish to use any of the TTUHSC logos should contact the SHP Student Affairs office for approval, sph.studentaffairs@ttuhschool.edu

Accreditation Statement

Texas Tech University Health Sciences Center is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, doctoral and professional degrees. Questions about the accreditation of Texas Tech University Health Sciences Center may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org)

Contact Information

SHP Administration- <https://www.ttuhsu.edu/health-professions/administration/default.aspx>
SHP Department Chairs- https://www.ttuhsu.edu/health-professions/administration/department_chair.aspx
SHP Office of Admissions and Student Affairs- <https://www.ttuhsu.edu/health-professions/admissions/>

Texas Tech University Health Science Center Policies

Texas Tech University Health Sciences Center reserves the right to interpret, change, modify, amend or rescind these policies in whole, or in part, at any time without prior notice or consent of employees or students.

TTUHSC Operating Policies & Procedures:
<https://www.ttuhschool.edu/administration/operating-policies/default.aspx>

TTUHSC School of Health Professions Student Policies
<https://hsoweb.ttuhschool.edu/health-professions/current/policies.aspx>

- Access for Individuals with Disabilities- [HSC OP 51.04](#)
- Alcohol and Illegal Drugs- [HSC OP 10.03](#)
- Campus Carry- [HSC OP 10.30](#)
- Cancellation of Students for Non-Payment of Tuition and Fees- [HSC OP 77.09](#)
- Core & Transfer Compliance Policy- [HSC OP 77.17](#)
- Confidential Information- [HSC OP 52.09](#)
- Consent and Release to Use Image or Information- [HSC OP 52.15](#)
- Consensual Relationships - Faculty and Students- [HSC OP 60.06](#)
- Criminal Background Check for Students, Residents and Trainees- [HSC OP 10.20](#)
- Establishing Reasonable Accommodations for Students with Disabilities- [HSC OP 77.14](#)
- Equal Employment Opportunity Policy and Affirmative Action Plan- [HSC OP 51.01](#)
- Identification/Access Badges- [HSC OP 76.02](#)
- Military Service- [HSC OP 77.16](#)
- Non-Discrimination and Anti-Harassment Policy and Complaint Procedure- [HSC OP 51.02](#)
- Religious Holy Day Observation and Need for Student Absence- [HSC OP 77.12](#)
- Sexual Misconduct- [HSC OP 51.03](#)
- Smoke, Tobacco and E-cigarette Free Environment- [HSC OP 10.19](#)
- Student Conduct- <https://www.ttuhschool.edu/student-affairs/handbook.aspx>
- Student Education Records- [HSC OP 77.13](#)
- Textbook Information- [HSC OP 77.02](#)
- Title IX- <https://www.ttuhschool.edu/title-ix/statement-of-policy.aspx>
- Foreign Travel- [HSC OP 79.04](#)
- Use of Social Media- [HSC OP 67.03](#)

School of Health Professions Policies

The School of Health Professions expects students, faculty, and administration to adhere to TTUHSC institutional and School of Health Professions' policies and procedures in order to enhance learning and promote a professional environment conducive to meeting the institutional and school mission, vision, and values. The following sections detail policies to support students' academic achievement in the School of Health Professions. <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Grading Policies and Procedures- [ST.08](#)

Social Media/Personal Websites and Web Logs Guidelines for Students

TTUHSC School of Health Professions recognizes social media sites such as Facebook, LinkedIn, Twitter, Instagram, TikTok, YouTube, etc., and personal Web sites, Web logs, or blogs, can be effective tools for exchanging information. The School of Health Professions does not prohibit students from joining and participating in online communities as individuals. However, any online behavior violating the TTUHSC Institutional Student Handbook brought to the attention of school officials will be treated as any other violation of the Student Code of Conduct. In addition please reference [TTUHSC OP 67.03](#) Use of Social Media. The policy discusses professional expectations as well as best practices while a student at TTUHSC.

Student Drug Testing Policy- [SHP OP ST.21](#)

Student Ethical Standard

https://hscweb.ttuhs.edu/health-professions/documents/current/Student_Ethical_School_Standard.pdf

As a student of the School of Health Professions at the Texas Tech University Health Sciences Center, I will use my knowledge and skills responsibly to improve the quality of life for those we serve. I will seek in all academic, professional and personal endeavors to demonstrate ethical behavior, honesty, integrity and respect for others.

Grievance and Complaints

<https://www.ttuhs.edu/student-affairs/grievances.aspx>

It is the policy of the Texas Tech University Health Sciences Center to affirm the right of its students to a prompt and fair resolution of a complaint or grievance involving allegations of inappropriate behavior by other TTUHSC students or by TTUHSC personnel toward students.

Students should process their complaints or appeals through the appropriate channels. Procedures are delineated in the policies identified above. Students are encouraged to bring their concerns to the Associate Dean for Admissions and Student Affairs. The deans of the schools have final authority in resolving disputes related to academic issues, such as grading and promotion, and in non-academic issues involving the school's faculty and staff.

Every effort should be made to resolve complaints against faculty and other school personnel at the school level. If the complaint is about personnel or services at the institutional level, the student is advised to contact the TTUHSC Office of Student Affairs in accordance with the following institutional-level student complaint procedure

F-1 Tracking

The U.S. Department of Homeland Security requires universities to know the whereabouts of students with an F-1 visa (student visa). Absences may include long weekends, business or personal travel, or any other absence.

House Bill 1508- [HB 1508](#)

Immunizations

Students in the School of Health Professions must meet certain immunization requirements.

SHP Immunization requirements- <https://www.ttuhs.edu/institutional-health/>

It is the student's responsibility to obtain and maintain proof of all required immunizations. The cost of immunizations are also the student's responsibility.

Registration of Sex Offenders

[Chapter 62](#), Code of Criminal Procedure now requires that all sex offenders register with local law enforcement authorities. Those who intend to be students or attend classes on or at any campus of the Texas Tech University System are required to register with the campus police department in accordance with article 62.153 of the Texas Code of Criminal Procedure within seven (7) days of beginning school. In addition, all such sex offenders who intend to volunteer, work, or carry on a vocation (including full-time or part-time employees and employees of outside contractors) on any campus of Texas Tech University System for a consecutive period exceeding fourteen (14) days or an aggregative period exceeding thirty (30) days in a calendar year are required to register with the campus police department within seven (7) days of beginning work on any campus of the Texas Tech University System. In addition, all such sex offenders are required to notify campus police within seven (7) days of terminating attendance or work on any campus of the Tech University System. All such sex offenders who are currently students, employees, volunteers, or contractor employees must register with campus police. Failure to register, as required, may subject such individuals to criminal penalties. Questions about this new requirement should be addressed to the TTU Police Department, 413 Flint Avenue, Lubbock, TX 79415, (806) 742-3931.

TTUHSC Student Identification Badge

TTUHSC students are required to obtain and visibly wear the official TTUHSC identification badge at all times while on any TTUHSC campus. Unauthorized use of a badge may be considered grounds for disciplinary action. An identification badge may neither be altered, disfigured nor display any items not part of the original badge. If lost, a replacement must be obtained immediately through the SHP Student Affairs office. ([HSC OP 76.02](#))

Academics and Enrollment Management

State Authorization for Distance Education and Clinical Education

<https://www.ttuhsoc.edu/health-professions/admissions/authorization.aspx>

Texas Tech University Health Sciences Center (TTUHSC) has been approved by the Texas Higher Education Coordinating Board to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, approach to state oversight of postsecondary distance education. California is currently the only state that is not a NC-SARA member. As a public institution, TTUHSC is exempt from state oversight in California and not required to register with the Bureau for Private Postsecondary Education (BPPE).

Please see the SARA Manual for details of specific authorized activities. TTUHSC has implicit or explicit agreement to conduct 100% online learning activities to students in the indicated states. These agreements do not explicitly allow additional activities with a few exceptions such as a limited number of legislative internships in Washington, D.C. NC-SARA also does not affect the applicability of general purpose State laws and has no effect on State professional licensing requirements.

Interprofessional Practice and Education (IPE)

All TTUHSC students, regardless of school affiliation, will be required to complete the IPE core curriculum prior to graduation. The IPE core curriculum is composed of two components including successful completion of a non-credit online course (>70 % accuracy on the knowledge post-test) and successful participation in at least one registered IPE learning activity. Failure to complete the IPE core curriculum will result in delayed graduation. Students should consult their academic/program advisor and/or school catalog for additional information.

Academic Probation

Students placed on Academic Probation must meet specific program performance standards in order to be removed from Academic Probation. A student on Academic Probation will be notified in writing by the program director that he or she has been placed on Academic Probation or has been removed from Academic Probation.

Leave of Absence

In extreme circumstances it may be necessary for a student to be absent from class for an extended time. The School of Health Professions may grant a leave with the approval of the department chair and the consent of the Dean. For information concerning a leave of absence, contact the School of Health Professions Office of Admissions and Student Affairs, shp.studentaffairs@ttuhsc.edu.

Withdrawal

A student who wishes to withdraw from the School of Health Professions must first meet with their program director then contact the Office of Admissions and Student Affairs to receive an Official Withdrawal Form. This form must be initiated by faculty or staff from specific areas within the Health Sciences Center. After the withdrawal form is completed, it must be returned to the Office of Admissions and Student Affairs for processing. Students who fail to complete this self-initiated withdrawal process within 5 class days will be subject to administrative withdrawal and/or dismissal from the School of Health Professions.

SHP Readmission

Students who fail to register or who leave school during a spring or fall semester must submit the application and oath of residency plus a \$75 non-refundable application fee. A former student who seeks to be readmitted to a program in the School of Health Professions must have withdrawn in good academic standing and meet all current admissions and degree requirements for the semester of readmission. Automatic readmission is not guaranteed; programs will consider students on a case-by-case basis. For questions concerning the readmission process, email shp.enrollmentmanagement@ttuhsc.edu

Graduation

A student must be enrolled at Texas Tech University Health Sciences Center in the term in which they plan to graduate and possess the minimum GPA requirement as determined by the program. A student planning to graduate must complete the required application for graduation. A student may not have more than 6 hours remaining after the spring commencement date to be eligible to submit an application for graduation and participate in commencement ceremonies.

Graduation guidelines, deadlines, and forms are posted on the TTUHSC School of Health Professions Commencement webpage: <https://www.ttuhsoc.edu/health-professions/commencement/default.aspx>

Graduation with Honors:

Full-time undergraduate students completing the academic work with a cumulative grade point average of:

- 3.90 to 4.00 are graduated Summa Cum Laude
- 3.70 to 3.89 are graduated Magna Cum Laude
- 3.50 to 3.69 are graduated Cum Laude.

Appropriate designation of the honor is made on the diploma. Honors designations are only awarded at the completion of all degree requirements.

Dean's Honor List / President's List

Undergraduate Programs Full-time undergraduate students who earn a GPA of 4.0 during a semester are eligible for the President's List. Full-time students who earn a 3.5- 3.99 GPA are eligible for the Dean's List.

Available Resources

Library

<https://ttuhsc.libguides.com/new>

The TTUHSC Libraries of the Health Sciences provide facilities and learning/information resources with physical sites in Lubbock,

Amarillo, and Odessa. The TTUHSC Library system collections presently contain more than 275,338 bound volumes and over 80,504 electronic books. The system has 209 print journal subscriptions and approximately 22,002 electronic journals available at all TTUHSC sites. The libraries feature quiet and group study carrels and rooms, anatomy models, twelve 3D printers (two printers in Odessa and eleven printers in Lubbock), computer labs, scanners, interlibrary loan and reference services, and Internet access. The online Ask A Librarian service (<http://ttuhsc.libanswers.com/ask>) allows students to email, text, or chat with a reference librarian for article and searching assistance. Step-by-step online guides to library services and resources are available at <http://ttuhsc.libguides.com/new>.

Resources specific to the School of Health Professions can be found at two locations. The "Health Professions" option beneath the Schools & Programs tab features prominent databases, ebooks, and ejournals. The more comprehensive SHP guide (<https://ttuhsc.libguides.com/healthprofessions>) is linked from this page, and itemizes further resources by department.

The TTUHSC Libraries provide on and off-campus electronic access to more than 546 databases including 220 that are open access. The databases related to the School of Health Professions include, but are not limited to: MEDLINE, PubMed, CINAHL Complete with FullText, OT Search Online, Psychiatry Online, Rehabilitation Reference Center, Health and Psychosocial Instruments, Access Physiotherapy including the F.A. Davis Collection, PEDro – Physiotherapy Evidence database, SportDiscus, LEXICOMP, PsycINFO, EXAM MASTER online (NOLEXRN), Scopus, OVID, Cochrane Databases, ClinicalKey as well as the TexShare collection. Bibliographic tools such as RefWorks and Endnote can be accessed from the Bibliographic guide: <https://ttuhsc.libguides.com/bibliographic>. To meet the needs of all TTUHSC users including distance education, the TTUHSC Libraries provide online forms for ILL requests, search assistance, 3D prints, and library cards.

- Preston Smith Library of the Health Sciences in Lubbock features 28 group study rooms and 17 computers in the Methodology Lab
- An additional 12 public computers are located throughout the second and third floors along with seating for 362 individuals.
- Harrington Library of the Health Sciences in Amarillo, has two computer areas with 15 stations, 106 seats and 4 study rooms.
- Library of the Health Sciences in Odessa, has 71 study seats, 3 study rooms and 1 computer classroom with 10 desktop stations and 4 laptop stations.

Parking Services- <http://www.fiscal.ttuhsc.edu/parkingserv/>

Scholarships

Applications for all scholarships are available on the TTUHSC School of Health Professions Current Student resource page (<https://student.ttuhsc.edu/health-professions/>),

<https://student.ttuhsc.edu/health-professions/current/scholarships.aspx>

The Scholarships Information page contains announcements of all available scholarships and deadlines for acceptance. Students are also provided with information regarding scholarships at new student orientation. Before applying for scholarships, students MUST have a completed Free Application for Federal Student Aid (FAFSA) <https://studentaid.gov/h/apply-for-aid/fafsa> on file with the TTUHSC Financial Aid Office. School of Health Professions scholarships are competitive scholarships requiring students to compete with other students. SHP scholarships are awarded by the School of Health Professions scholarship committee.

Eligibility for the scholarship is based upon the criteria established by each donor and the TTUHSC School of Health Professions. According to the Texas Education Code, [§ 54.213](#): a student with a competitive scholarship of at least \$1,000 for the academic year or summer the student is enrolled and who is a non-resident is entitled to pay the tuition and fees required of Texas residents without regard to the length of time the student has resided in Texas. For more information, please contact the School of Health Professions Office of Student Affairs, shp.studentaffairs@ttuhsc.edu.

Student Counseling- <https://www.ttuhsc.edu/centers-institutes/counseling/>

Student Healthcare- <https://www.ttuhsc.edu/student-affairs/health.aspx>

Student Insurance- <https://www.ttuhsc.edu/student-life/health-insurance.aspx>

Student Legal Services- https://www.ttuhsc.edu/student-affairs/student_legal.aspx

Student Organizations- <https://www.ttuhsc.edu/student-affairs/organizations/default.aspx>

Student Senate

Students registered at the TTUHSC are eligible as members of this organization. The Student Senate consists of elected representatives from each of the four schools: Medical, Nursing, Health Professions, and Graduate. These elected students meet to discuss affairs of the Health Sciences Center and to provide a source of communication between the students, faculty, alumni, and professional organizations.

Students with Disabilities- HP 77.14

<https://www.ttuhsc.edu/disability/default.aspx>

Tuition and Fees

Debt Management: <https://www.ttuhsc.edu/financial-aid/debt-management.aspx>

Financial Aid: <https://www.ttuhsc.edu/financial-aid/>

Student Business Services: <https://www.fiscal.ttuhsc.edu/studentbusserv/>

Tuition Estimates: <http://www.fiscal.ttuhsc.edu/studentbusserv/tuitionestimates.aspx>

Clinical Counseling & Mental Health

Welcome Letter

Dear Department of Clinical Counseling and Mental Health Students:

Welcome to Texas Tech University Health Sciences Center's (TTUHSC) healthcare professional programs within the Department of Clinical Counseling and Mental Health in the School of Health Professions. We are excited to have you become part of our institution. The faculty and staff in the Department of Clinical Counseling and Mental Health are committed to fully supporting you in achieving your academic goals. Likewise, it is important for you to take responsibility for self-motivated learning.

You have chosen to be educated in a healthcare profession with opportunities in many specialized areas. To meet the changing and diverse demands of these challenging professions, your education will include intensified coursework and clinical education. You should expect and understand that the upcoming years of professional education will likely be more demanding than your previous collegiate experiences.

The purpose of this student handbook is to assist in your orientation to the TTUHSC system, the School of Health Professions, the Department of Clinical Counseling and Mental Health, and your program. You are responsible for reading this handbook and becoming familiar with its content. This handbook explains the academic policies of your program, your rights as a student, and our expectations of you in your professional development.

You will be recognized as a student in a professional program. As a component of this recognition, you will be held responsible for developing professional attitudes and judgments. Best wishes for a successful career in your chosen healthcare profession.

Sincerely,

Evans H. Spears, Ph.D., CRC

Department of Clinical Counseling and Mental Health

Associate Professor, Department Chair

Clinical Counseling and Mental Health Faculty and Staff

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Policies, Procedures and Student Responsibilities

Student Recruitment

The Department of Clinical Counseling and Mental Health at Texas Tech University Health Sciences Center has a strong desire to assist our students in reaching their career and academic goals. We also actively recruit students from diverse populations. Counseling as an industry has space for more students and practitioners from underrepresented groups. This is a particularly important function for us as we train the next generation of counselors to work with the changing demography of Texas.

Our programs are delivered entirely online, which allows us to recruit from a wider section of the population. The internet has revolutionized our society, and the development of online Master of Science clinical counseling programs have led to a greater number of individuals who can now achieve their goals of obtaining a high-quality graduate education. Students in rural areas, those who must work while attending school and those who may have difficulty attending a traditional program can now attend. Our online delivery method allows the programs to reach a greater number of students who would be unable to pursue a graduate education in a traditional program.

Catalog, Program Curriculum, and Academic Calendar

The catalog and listing of curricular content for each educational program in the Department of Clinical Counseling and Mental Health are available for download as a PDF file at the following website address: <https://www.ttuhscc.edu/health-professions/catalog.aspx>

Course Sequencing

All courses in the CCMH curricula are offered online. Courses are offered in Fall, Spring, and Summer semesters.

Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), exists, in part, "to promote high standards of graduate preparation in counseling." Effective through March 2029, CACREP has conferred accreditation on the following areas:

Addiction Counseling (M.S. degree), Online delivery method;

Clinical Mental Health Counseling (M.S. degree), Online delivery method;

Clinical Rehabilitation Counseling (M.S. degree), Online delivery method;

Student Advisement

Each CCMH student is assigned an academic advisor. The academic advisor works with students to explore career goals, discuss the degree planning process and monitor their academic progress throughout the program to completion of degree. Each student is required to have regular meetings with their advisor to ensure steady progress towards graduation.

Students with questions about program requirements should contact their advisor. A student who wishes to be assigned a different advisor should contact their Program Director, who will consider such a request.

Additionally, all CCMH students also have an enrollment coordinator who assists with degree plan requests and course enrollment.

Degree Plan

All CCMH students are required to file a degree plan within the first semester of enrollment. The degree plan is a formal agreement between the student and program regarding when the student will complete core, specialty and clinical courses required for graduation. The degree plan process consists of:

1. Meeting with your academic advisor and discussing your career goals, the academic program and the degree plan process.
2. Meeting with your enrollment coordinator to complete the necessary forms in a timely manner.
3. Submitting the signed and agreed upon degree plan paperwork.

To change your degree plan you must submit the request in writing to your enrollment coordinator and academic advisor prior to the semester of change.

Non-Degree Seeking Students

Non-degree seeking students are also required to have a written matriculation plan that specifies the course(s) and the semester(s) for which they intend to enroll. Prior approval from the Program Director is required for all course enrollments by non-degree seeking students.

Transfer of Credits

Students may transfer up to 9 graduate credit hours (excluding Specialty, Practicum or Internship hours) upon entering a program, with permission from the program. Additional graduate credit hours may be considered in extenuating circumstances with program approval.

Any transfer of credits taken while enrolled in a CCMH program (i.e., take a course at another school while currently enrolled) will only be allowed with prior program approval and may not exceed the 9 credit hour total limit.

Instructional Methods

Students are provided a wide variety of means to achieve course objectives, including opportunities to see and hear presentations with streaming audio/video lectures on a wide variety of subjects, study a variety of supplemental readings in addition to texts, opportunities to write papers, make presentations, and offer solutions and research resources applied to case studies. The combination of core and specialty didactic courses, practicum, and internship experiences prepare the student for real-world clinical settings. Appropriateness of methods of instructional decisions about pedagogical matters are made by faculty and an advisory committee.

Evaluation

Student performance is measured to the extent to which student learning matches intended outcomes, including the goals and objectives of the specific CCMH program. Measures of student competence in fundamental skills such as communication, comprehension, and analysis are evaluated on a routine basis. Students are also regularly evaluated on their professional dispositions. Students have the opportunity to evaluate their classes at the end of each semester. Additionally, students have the opportunity to provide feedback on the effectiveness of the program after graduation through program-dispersed surveys.

Course Scores

Within the Department of Clinical Counseling and Mental Health, it is each instructor's responsibility to assign a weight to assignments, exams, and course requirements in the manner specified in the course syllabus.

Standards for Written Assignments

All written assignments, including papers, reports and bibliographies are expected to follow the professional publication guidelines of the American Psychological Association. TTUHSC students may purchase a current copy of the APA Manual from the TTUHSC bookstore, online, or in other bookstores. Consistently using the APA Manual is necessary for success in the program. Written assignments, unless otherwise specified, are to be in MS Word.

Clinical Coursework Technical Requirements

All students participating in clinical courses (i.e., Group or Micro Counseling, Practicum, and Internship) will be required to participate in weekly web conferences. Students will need the following in order to participate in these weekly meetings:

- Web cams: Many courses use web conferencing to increase classroom interaction.
- PC Headset: A PC Headset is a headset that includes a built-in microphone. The headsets minimize sounds detected when using a web cam microphone.

Academic Progress Requirements

Students are recommended to successfully complete (i.e., pass with a grade of C or better) at least 15 curricular credit hours in an academic year (defined as consecutive Fall, Spring and Summer semesters). Within the first semester of enrolling in the program, students must choose between a part-time or full time degree plan. Any deviations from this schedule require the approval of the advisor. Students' professional dispositions for practice as a professional counselor are also routinely evaluated.

Academic Standards

Students must meet specific program performance standards in order to remain in good standing with the university. The CCMH department values student retention and utilizes remediation planning, academic probation, or dismissal, as appropriate, to address academic deficiencies. Information about remediation, probation and/or dismissal procedures are available in this handbook. Specific standards follow:

1. Each student in the CCMH department must maintain a cumulative GPA of a 2.70 or higher at the end of each semester, as well as receive a grade of C or better in all courses taken.
2. Students must file a degree plan within the first semester of enrollment.
3. Students are required to meet course requirements for participation, assignments, and testing.
4. Students are required to display satisfactory progress in terms of professional dispositions to practice professional counseling.
5. Students are required to obtain a score of Pass on the departmental Comprehensive Examination.

Professional Dispositions

The term professional dispositions describes fundamental characteristics necessary for competent professional counseling practice.

Professional dispositions are: the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues.

The Department of Clinical Counseling and Mental Health conforms to the Council for Accreditation for Counseling and Related Educational Programs standards requiring that students can demonstrate the required knowledge and skill across the curriculum as well as professional dispositions for professional counseling practice.

Professional disposition standards include but are not limited to:

- 1) Demonstrating fitness, for professional counseling, in interactions with others as measured by the CCMH Professional Disposition Evaluation processes. These reviews are conducted using the Professional Disposition Evaluation (PDE) Form, which include the following competencies:
 - a) Professional Ethics
 - b) Multicultural Competence
 - c) Engagement in Learning
 - d) Personal Insight
 - e) Adaptability and Cooperation
 - f) Use of Feedback
 - g) Conflict Resolution
 - h) Personal Responsibility
 - i) Emotional Management
 - j) Dependability, Record Keeping and Task Completion

And

- 2) Conformity with: the American Counseling Association Code of Ethics, relevant counseling specialty ethical codes and relevant state licensure boards rules/regulations.

Professional Disposition Evaluation Process

Student competence in professional dispositions is evaluated and documented with the Professional Dispositions Evaluation (PDE) Form. Admission to the program or receiving promotion through the curriculum does not guarantee retention in or graduation from the program.

Remediation planning, academic probation, or dismissal may be utilized, as appropriate, to address a deficiency. A student's inability to show the appropriate level of competency in a minimum of one competence is sufficient for dismissal from the program.

A PDE review may be initiated on any student at any time if a faculty member, staff, course instructor, program advisor or field supervisor believes the student has displayed behavior which suggests the student does not possess sufficient competency on one or more PDE criteria.

PDE reviews are conducted, exclusively, by CCMH faculty; however staff, course instructors, program advisors, and field supervisors may be involved in individual situations.

The following list describes the PDE review timeline.

1. Faculty review all students, annually, typically beginning at the end of the first year of matriculation via committee.
2. Faculty review all students enrolled in specific courses within CCMH. These courses utilize a Pass/Fail academic component for professional dispositions. Students must receive, both, a grade of Pass on their PDE and achieve a passing calculation (point, percentile, or letter) score to successfully complete the course. Students matriculating in the following clinical courses each semester will be evaluated:

a. HPAC/HPMC/PCR 5309 Group Counseling;

b. HPAC/HPMC/PCR 5313 Micro Counseling;

c. HPAC/HPMC/PCR 5314 Practicum;

d. HPAC/HPMC/PCR 6001 Internship
3. Faculty also may initiate a PDE review, at any time, including but not limited to the following reasons:

a. Students who engage in illegal or unethical behaviors;

b. Students who present a threat to the well being of others or threat to self;

c. Students who present a threat to patient or client safety;

d. Students who are terminated or removed from a clinical site;

e. Students who violate the Student Code of Conduct;

f. Students who violate other applicable TTUHSC or SHP policies or procedures;

g. Students who violate any other TTUHSC Department of Clinical Counseling and Mental Health policies or procedures.
4. In some cases, depending upon the circumstances, the Professional Dispositions Evaluation process may result in the student being dismissed from the Department of Clinical Counseling and Mental Health without the opportunity for remediation.

Students will have the opportunity to participate and respond at each step of the PDE process.
A copy of the PDE tool is available for review in this handbook on the following pages.

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
CLINICAL COUNSELING and MENTAL HEALTH
PROFESSIONAL DISPOSITION EVALUATION (PDE)

Evaluation Rating (see criteria descriptions in Professional Disposition Evaluation Rubric)
* Mark "N" if no opportunity to observe. Scale scores of 5 and 4 display competence; 3 needs improvement, and 2 and 1 are deficient.

Item / Rating	5	4	3	2	1	N
1. Professional Ethics						
2. Multicultural Competence						
3. Engagement in Learning						
4. Personal Insight						
5. Adaptability and Cooperation						
6. Feedback Utilization						
7. Conflict Resolution						
8. Emotional Management						
9. Dependability						

Student Strengths:

Professional Disposition Category	Specific Disposition Descriptors	Exceeds Expectations / Competent Pass (5)	Acceptable / Competent Pass (4)	Developing towards Competencies Pass (3)	Poor / Below Expectations Fail (2)	Unacceptable / Harmful Fail (1)
Professional Ethics	Follows applicable professional counseling ethical codes and laws.	Exceeds expectations for a counseling student in terms of ethical decision making.	Meets expectations for a counseling student in terms of ethical decision making.	Demonstrates basic ethical behavior & judgments. Needs improvement.	Demonstrates limited ethical behavior & judgment, and/or exhibits a limited ethical decision-making process.	Makes decisions that violate a relevant ethical code or routinely makes poor decisions.
Multicultural Competence	Demonstrates awareness, sensitivity, & respect for cultural differences.	Regularly and professionally displays multicultural competencies.	Displays multicultural competencies in interactions with others.	Satisfactory, but inconsistent, application of multicultural knowledge or techniques. Needs improvement.	Limited evidence of multicultural knowledge or techniques. Does not demonstrate multicultural competencies.	Not accepting worldviews of others. May seek to impose own worldview on, discriminate or express prejudice towards others.
Engagement in Learning	Demonstrates commitment to learning & development as a counselor.	Shows personal dedication to growth as a counselor.	Shows strong commitment to growth as a counselor.	Shows reasonable effort supporting growth as a counselor. Needs improvement.	Shows little or no effort to make adjustments to support growth as a counselor.	Unable or unwilling to invest in own learning or professional growth process.
Personal Insight	Demonstrates recognition of verbal and nonverbal impact on others.	Empathic recognition of impact on others. Initiates and invites opportunities from others regarding self-impact.	Demonstrates consistent concern about impact of words and actions on others and takes effort to improve.	Demonstrates inconsistent concern about or effort towards impact on others. Needs improvement.	Demonstrates limited concern about impact of words and actions on others.	Words and actions reflect little or no concern about impact on others.
Adaptability and Cooperation	Demonstrates adaptability and cooperation skills necessary in counseling.	Excellent flexibility and adaptability to meet demands of counseling. Cooperative style evident.	Demonstrates commitment to adaptability and cooperation as a counselor.	Shows reasonable effort in adjustment and may show some difficulty in cooperative activities. Needs improvement.	Shows little or no effort to adjust in response to changes. Monopolizes cooperative activities.	Expresses intolerance of changes. May be reactionary or defensive in response.
Feedback Utilization	Responds appropriately and implements supervisory &/or instructor feedback.	Responsive, open, and receptive, to feedback. Appropriately incorporates and implements feedback.	Demonstrates openness to feedback and attempts to incorporate feedback.	Demonstrates openness to feedback. Shows little or no evidence of incorporating feedback. Needs improvement.	Demonstrates reservations with feedback. Does not act on feedback.	Inappropriate reactive response style when given feedback. May refuse or reject feedback.

Conflict Resolution Strategies	Demonstrates self-awareness and control in relationships with conflict resolution with others.	Actively examines and acknowledges own role in conflict. Participates in problem solving efforts directly with individuals involved.	Examines and/or acknowledges own role in conflict. Participates in problem solving efforts directly with individuals involved.	Examines own role in conflict, but may not acknowledge it. Participates in problem solving efforts with supervision or guidance. Needs improvement.	Shows reticence examining own role in conflict. Minimal effort/ability at problem solving. May display difficulty addressing conflict directly with appropriate sources.	Shows unwillingness to examine own role in conflict. Minimal effort and/or ability at problem solving. May display hostility. May refuse to address conflict directly with appropriate sources.
Emotional Management	Demonstrates emotional stability in all interactions with others.	Authentic display, control and recognition of emotions. Expression of feelings is limited to appropriate settings.	Expresses own feelings and acknowledges others' emotions in a satisfactory manner. Expression of feelings is limited to appropriate settings.	Emotionally expressive, but in a basic manner. Attempts to act professionally while experiencing difficult emotions. Needs improvement.	Shows difficulty in appropriately expressing own emotions. Struggles to recognize and/or acknowledge emotions of others.	Does not express or manage own emotions appropriately or disregards emotions of others. May be emotionally reactive.
Dependability	Demonstrates professionalism in attending and adhering to scheduled obligations, site policies, and record keeping.	Excellent performance in attendance, paperwork, and timeliness. Adheres to relevant policies and attends to scheduled obligations.	Satisfactory performance in attendance, paperwork, and timeliness. Rarely struggles with task completion or scheduled obligations.	Shows reasonable effort to be dependable. Limited difficulty with timeliness or record keeping. Needs improvement.	Demonstrates little effort to be dependable. Difficulty meeting deadlines or completing tasks in assigned manner.	Regularly misses scheduled obligations (e.g., class, supervision, or clinical site). Minimal effort to complete tasks on-time or in assigned manner.

Supervised Practicum and Internship

Because of the nature of the CCMH distance education programs, students are required to take the responsibility to explore their community and locate suitable practicum and internship opportunities. Degree-seeking students are required to accumulate 100 clock hours of practicum experience. Of this 100 hour requirement, 40 hours must be in direct service with actual clients. The practicum requirements are intended to prepare the students for the Internship experience. The practicum is required to be supervised by a qualified counseling professional, who is willing to provide one-on-one weekly supervision to the student in a setting that meets program criteria.

CCMH students are also required to complete 600 clock hours, with 240 hours of direct service, during Internship. Internship experiences must be supervised by a qualified counseling professional approved by the program. Approval of the practicum and internship experience are determined based on the following departmental criteria:

1. Students are responsible for following the procedures and deadlines outlined within the department's clinical training manual.
2. The site supervisor meets the program's guidelines as a qualified counseling professional.
3. The site supervisor is willing to provide the level of supervision required by the program (i.e., at least one hour of face to face supervision per week).
4. The clinical site meets the criterion established by the program and is approved by the Clinical Coordinator prior to the start of practicum or internship.
5. Students may not accrue practicum or internship hours prior to having completed Affiliation Agreement signed by all required parties.
6. Students may not begin internship until all requirements for practicum have been completed.

Professional Liability Insurance

All CCMH students are required to obtain and provide proof of individual counseling liability insurance before being allowed to participate in their clinical experiences.

This requirement is in effect as of Fall 2020.

Comprehensive Examination

Student performance is also measured via comprehensive examination. The comprehensive examination is a summary achievement exam of counseling curriculum content mastery. The following list describes the exam in more detail:

- A comprehensive examination is required of all Master of Science degree candidates in the CCMH department.
- The Comprehensive Examination Committee is a standing committee of CCMH faculty.
- The Comprehensive Examination is designed, built, and administered by the CCMH department.

The examination covers the following 9 areas:

- Relevant specialty counseling designation;
- Research and Program Evaluation;
- Assessment and Testing;
- Group Counseling and Group Work;
- Counseling and Helping Relationships;
- Career Development;
- Human Growth and Development;
- Social and Cultural Diversity;
- Professional Counseling Orientation and Ethical Practice;

- Students are advised to study for the exam as they would study for the National Counselor Examination (NCE) for licensure and certification.

- Students must have completed at least 75% of the counseling curriculum prior to registering for the Comprehensive Examination.

- The Comprehensive Examination is graded on a Pass / Fail basis.

- The Comprehensive Examination is offered once each semester

- Examinees will be allowed to take the Comprehensive Examination two times. An appeal for additional attempts, beyond the first two attempts, must be filed through the student's advisor and with the Comprehensive Examination Committee.

The Comprehensive Exam requirement is in effect for all CCMH students beginning their matriculation in Fall 2018 or later.

Criminal History

Texas law restricts the issuance of professional counseling licenses based on a license applicant's criminal history and authorizes the Texas State Board of Examiners of Professional Counselors (TSBEP) and the Texas Department of Licensing and Regulation (TDLR), in some cases, to consider a person convicted, even though the person was only on probation or community supervision without a conviction.

All prospective students must undergo a criminal background check as part of the application process; however if, at any time, during your matriculation you are: arrested; have a criminal case filed against you; or are convicted of a criminal offense, other than a minor traffic offense you must notify your program director and academic advisor in writing of the circumstances. Failure to comply with this is grounds for misconduct.

Endorsement for Credentials

In order to successfully complete the program and be endorsed for any relevant certifications or licensure, students must demonstrate academic performance and professional dispositions meeting or exceeding department standards. These standards are applicable across settings, including: classes, advising sessions, clinical sites, and all verbal and written communication.

Academic Probation

Academic probation occurs in compliance with the academic probation policy established by the School of Health Professions.

Refer to the section entitled "Academic Probation", available at the following website: <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

1. A student placed on Academic Probation due to low cumulative GPA (below 2.70) will remain on Academic Probation until the cumulative GPA is raised to 2.70 or higher. For a student to return to good academic standing and be removed from Academic Probation in this situation, he or she must raise his/her cumulative GPA to 2.70 or higher. The student may remain on Academic Probation for reasons of low cumulative GPA for no longer than two semesters.
2. A student placed on Academic Probation due to a grade of "D" or "F" will remain on Academic Probation until they have the opportunity to obtain a passing grade in the course by re-taking that course and receiving a passing grade of "C" or better. Students must enroll and receive a passing grade in the course in which the original unsatisfactory grade was awarded the next time that course is offered in the curriculum. For course work that is re-taken under such circumstances, both the original and re-taken course grades are used to calculate cumulative GPA and both grades will appear on the student transcript.
3. A student placed on Academic Probation due to a grade of "Fail" on an assessment of Professional Dispositions, tied to a course grade, must comply with and successfully meet the conditions and time frames established in the remediation plan to be eligible for removal from Academic Probation.
4. A student placed on Academic Probation due to a grade of "Fail" on the departmental Comprehensive Examination must retake and achieve a "Pass" on the exam during the next scheduled administration.
5. A student who has been on Academic Probation twice and subsequently meets any of the criteria for Academic Probation a third time is subject to dismissal on grounds of academic deficiency.

Failure by the student to meet the prior requirements for removal from Academic Probation typically result in a recommendation from the Program Director to the Department Chair that the student be dismissed from the program for reasons of academic deficiency. Refer to "Dismissal from Program" section for additional information.

Grade Appeal

Students who wish to appeal a grade are allowed the opportunity to do so. Student grade appeals occur in compliance with the grade appeal policy established by the School of Health Professions.

Refer to the section entitled "Academic Grade Appeal", available at the following website: <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Remediation

Students who are placed on probation will receive remediation from their respective program to ensure the greatest possibility of returning to good academic standing. Remediation plans are individualized, dependent upon the situation resulting in probation, and will be developed with the student, advisor and program director. The remediation plan will be in writing and agreed to by student signature.

Failure to comply with the remediation plan will result in dismissal from the program.

The following list represents examples of items or activities that may be included in a remediation plan; however the list is not exhaustive:

1. Additional assigned coursework;
2. Independent study on a topic;
3. Additional non-credit coursework;
4. Student leave of absence;
5. Participation in counseling;
6. Restructuring or sequencing of degree plan;
7. Additional didactic learning;
8. Additional experiential activities;
9. Proscription of specific behaviors in counseling environments;
10. Intensified supervision by a faculty member;

Dismissal from Program

Dismissal procedures occur in compliance with the dismissal policy established by the School of Health Professions. Refer to the section entitled "Academic Dismissal", available at the following website: <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

A student enrolled in any CCMH program will be subject to dismissal for any of the following reasons:

1. Poor academic performance:
 - a. Failure to be released from Academic Probation within the time frame specified.
 - b. Failure to demonstrate minimally acceptable levels of competency in professional dispositions.
 - c. Failure to pass the Comprehensive Examination.

- d. Academic deficiency.
2. Inadequate progress on degree plan:
- a. Failure to complete (i.e., receive passing grades) at least 15 credit hours in an academic year, defined as consecutive Fall, Spring and Summer semesters.
 - b. Failure to follow degree plan procedures as outlined in the "Degree Plan" section in the CCMH Handbook.
3. Misconduct:
- a. Violation of the ACA Code of Ethics.
 - b. Violation of relevant counseling specialty code of ethics.
 - c. Violation of relevant state laws, rules or regulations governing counseling.
 - d. Violation of the TTUHSC Code of Professional conduct.
4. Inadequate progress in remediation:
- a. Refusal to participate in remediation planning.
 - b. Failure to complete remediation requirements within the time frame specified in the plan.
 - c. Violation of any remediation plan proscriptions.

Master of Science in Addiction Counseling

MSAC Program

This section of the Student Handbook describes information specific to the MSAC program. Academic policies that are common to the School of Health Professions are provided at the following website address: <https://hscweb.ttuhsu.edu/health-professions/current/policies.aspx>

Curriculum, Course Descriptions, and Academic Calendar

Refer to the following website to obtain updated information about the curriculum, course descriptions and academic calendar for the TTUHSC MSAC program: <https://www.ttuhsu.edu/health-professions/master-of-science-addiction-counseling/>

Mission Statement

The mission of the Master of Science in Addiction Counseling program at Texas Tech University Health Sciences Center forwards the mission of the University by providing a practitioner training program focused on the unique needs of diverse communities, especially in rural settings. We are committed to preparing entry-level addiction counselors to work competently and ethically through the mastery of evidence-based counseling practices. Our focus centers on understanding the unique needs of persons with substance use and behavioral health disorders across their lifespans in the community, workplace, personal relationships and activities.

Program Goals

The goal of the program is to prepare counselors with the counseling knowledge, attitudes, and skills to assist clients with substance use disorders, behavioral health issues, and/or addictions to use their own resources and opportunities to meet their developmental, educational and interpersonal needs. To accomplish this goal, the program provides educational and practical experiences that allow students to meet the following knowledge and outcome expectations:

The objectives of our program are linked to our mission statement. They are to provide:

- Educational experiences that facilitate the development of the knowledge, attitudes and skills necessary to practice as qualified addiction counselors with a diverse population in a wide variety of contexts.
- Learning opportunities to support the ability to implement culturally responsive and ethically sound counseling practices throughout their careers, and to advocate for individuals with addiction concerns and the profession.
- Clinical training experiences focused on translating acquired knowledge, attitudes and skills into evidence-based practice in a wide range of real-world opportunities.

The MSAC program strives to accomplish our mission, goals and objectives by:

- Recruiting, educating and graduating a diverse population of students who are prepared to provide addiction counseling services in a variety of employment settings.
- Providing a rigorous academic environment that provides a solid foundation to prepare entry level addiction counselors who meet national certification standards.
- Working closely with the public and private counseling communities to ensure well-trained graduates who are considered valued employees.
- Developing a faculty that is valued by our students and the counseling community for our teaching, research, and service.
- Achieving the highest quality program possible within the constraints of available financial, human, technological, and time resources.
- Developing commitment within students to empower individuals with substance use and/or behavioral disorders to identify and maximize their resources to meet their health-related, developmental, vocational, and educational goals.

Program Accreditation

The MSAC program at Texas Tech University Health Sciences Center is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) within the Addiction Counseling CACREP specialty area.

Counseling Organizations

Students are encouraged to maximize their professional potential by joining one of the national counseling organizations. The American Counseling Association(ACA) is a premier organization representing the diverse industry of counseling and includes specialty-focused divisions and regional/state chapters.

More information on ACA can be found here: <https://www.counseling.org/>

Students can join ACA and participate in their home state's counseling organization as a way to increase their exposure to other counseling professionals locally. Additionally, ACA has a division focused on addiction called The International Association of Addictions and Offender Counselors and their website is: <http://www.iaaac.org/>

Students should also consider NAADAC, the Association for Addiction Professionals. NADAAC is focused on the interdisciplinary addiction & recovery field and includes volunteers, paraprofessionals and professionals from a wide array of disciplines. Interested students can find more information at: <https://www.naadac.org/>

Certification and Licensure

Upon completion of the MSAC program, graduates will possess the competencies and experiences necessary to pursue certification or licensure as a counselor. These certifications are important, and at times essential, in furthering the graduate's career. As with most professional certifications, these credentials are not automatically acquired by completion of the academic program. Rather, the completion of scholastic work and attainment of the Master of Science in Addiction Counseling makes the graduate eligible to apply for various certifications and licensure in many states.

National Certified Addiction Counselor (NCAC): The NCAC is considered the leading, addiction specific, counseling certification. The certification is offered by the National Certification Commission for Addiction Professionals (NCC AP) and a variety of levels of certification are available. Each credential has a different set of standards to reflect the counselor's knowledge and experience level.

Further information is available about the NCAC credential by contacting:

National Certification Commission for Addiction Professionals
44 Canal Center Plaza, Suite 301
Alexandria, VA 22314
703-741-7686

<https://www.naadac.org/certification>

National Certified Counselor (NCC): The NCC is the premier counseling certification and offered by the National Board for Certified Counselors. Board certification demonstrates to colleagues and the public that you have voluntarily met high national standards for the practice of counseling. NCCs may also hold specialty certifications such as the Master Addictions Counselor (MAC).

Further information is available about the NCC by contacting:

National Board for Certified Counselors (NBCC), Inc. and Affiliates
3 Terrace Way, Greensboro, NC 27403
336-547-0607

<https://www.nbcc.org/Certification/NCC>

State Licensure: Graduates of the MSAC program will also be eligible for licensure in many states. Various examples of professional counseling licenses that graduates may qualify for are: Licensed Professional Counselor (LPC), Licensed Professional Clinical Counselor (LPCC), or Licensed Clinical Professional Counselor (LCPC), depending upon the state. For more information about specific requirements and qualifications, please contact your respective state counselor licensure board.

The following website provides helpful resources and links: <https://www.counseling.org/knowledge-center/licensure-requirements>

Academic and Clinical Behavior:

Department-Student Agreement

Department of Clinical Counseling and Mental Health, Texas Tech University Health Sciences Center

Students are expected to conduct their behavior in accordance with the following regulations:

1. The use of unauthorized written or oral references during examinations (cheating) is prohibited. This applies to all forms of electronic communication (e-mail, instant messaging, texting, etc.) for web-based examinations.
2. The inadequate citation of references or assistance on papers or class presentations (plagiarism) is prohibited.
3. Habitual tardiness, unexcused absences and lack of participation in class activities is prohibited.
4. Students will behave in accordance with the Code of Ethics set forth by the School of Health Professions and respective program/professional organizations.
5. Students will comply with all rules and regulations of the clinical facilities to which they are assigned.

I certify that I have received a copy of the Department of Clinical Counseling and Mental Health Student Handbook for my personal use and reference.

I assume responsibility to read, review and thoroughly understand the rules, regulations, code of ethics and honor code as outlined in this Student Handbook. I agree to abide by all rules, regulations and codes while I am a student in the Department of Clinical Counseling and Mental Health at Texas Tech University Health Sciences Center.

Within one week after receipt of this handbook, I agree that I am responsible for writing an inquiry to the Program Director for clarification of any information in this handbook, including inquiry about consequences for my failure to comply. If I do NOT write an inquiry within one week after receipt, I am declaring that I fully understand my responsibilities and any consequences for my failure to meet those responsibilities.

By entering a web-based course, you are signifying that you have read and agree to all applicable guidelines, policies, regulations and rules set forth in the TTUHSC School of Health Professions, Department of Clinical Counseling and Mental Health Student Handbook and the TTUHSC Information Technology Policy.

MSAC Academic Progression

Academic Progress Requirements

Students are recommended to successfully complete (i.e., pass with a grade of C or better) at least 15 curricular credit hours in an academic year (defined as consecutive Fall, Spring and Summer semesters). Within the first semester of enrolling in the program, students must choose between a part-time or full time degree plan. Any deviations from this schedule require the approval of the advisor. Students' professional dispositions for practice as a professional counselor are also routinely evaluated.

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5. Students are required to obtain a score of Pass on the departmental Comprehensive Examination.

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Professional dispositions are: the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues.

The Department of Clinical Counseling and Mental Health conforms to the Council for Accreditation for Counseling and Related Educational Programs standards requiring that students can demonstrate the required knowledge and skill across the curriculum as well as professional dispositions for professional counseling practice.

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- 1) Demonstrating fitness, for professional counseling, in interactions with others as measured by the CCMH Professional Disposition Evaluation processes. These reviews are conducted using the Professional Disposition Evaluation (PDE) Form, which include the following competencies:
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 - g) Conflict Resolution
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 - j) Dependability, Record Keeping and Task Completion

And

- 2) Conformity with: the American Counseling Association Code of Ethics, relevant counseling specialty ethical codes and relevant state licensure boards rules/regulations.

Comprehensive Examination

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The examination covers the following 9 areas:

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 - Research and Program Evaluation;
 - Assessment and Testing;
 - Group Counseling and Group Work;
 - Counseling and Helping Relationships;
 - Career Development;
 - Human Growth and Development;
 - Social and Cultural Diversity;
 - Professional Counseling Orientation and Ethical Practice;
-
- Students are advised to study for the exam as they would study for the National Counselor Examination (NCE) for licensure and certification.
 - Students must have completed at least 75% of the counseling curriculum prior to registering for the Comprehensive Examination.
 - The Comprehensive Examination is graded on a Pass / Fail basis.
 - The Comprehensive Examination is offered once each semester.
 - Examinees will be allowed to take the Comprehensive Examination two times. An appeal for additional attempts, beyond the first two attempts, must be filed through the student's advisor and with the Comprehensive Examination Committee.
 - The Department of Clinical Counseling and Mental Health may accept a Passing result on the National Counselor Exam or Certified Rehabilitation Counselor Exam in lieu of the comprehensive exam.

The Comprehensive Exam requirement is in effect for all CCMH students beginning their matriculation in Fall 2018 or later.

MSAC Clinical Study

Supervised Practicum and Internship

Because of the nature of the CCMH distance education programs, students are required to take the responsibility to explore their community and locate suitable practicum and internship opportunities. Degree-seeking students are required to accumulate 100 clock hours of practicum experience. Of this 100 hour requirement, 40 hours must be in direct service with actual clients. The practicum requirements are intended to prepare the students for the Internship experience. The practicum is required to be supervised by a qualified counseling professional, who is willing to provide one-on-one weekly supervision to the student in a setting that meets program criteria.

CCMH students are also required to complete 600 clock hours, with 240 hours of direct service, during Internship. Internship experiences must be supervised by a qualified counseling professional approved by the program. Approval of the practicum and internship experience are determined based on the following departmental criteria:

1. Students are responsible for following the procedures and deadlines outlined within the department's clinical training manual.
2. The site supervisor meets the program's guidelines as a qualified counseling professional.
3. The site supervisor is willing to provide the level of supervision required by the program (i.e., at least one hour of face to face supervision per week).
4. The clinical site meets the criterion established by the program and is approved by the Clinical Coordinator prior to the start of practicum or internship.
5. Students may not accrue practicum or internship hours prior to having completed Affiliation Agreement signed by all required parties.
6. Students may not begin internship until all requirements for practicum have been completed.

Professional Liability Insurance

All CCMH students are required to obtain and provide proof of individual counseling liability insurance before being allowed to participate in their clinical experiences.

This requirement is in effect as of Fall 2020.

MSAC Curriculum and Outcomes

Catalog, Program Curriculum, And Academic Calendar

The catalog and listing of curricular content for each educational program in the Department of Clinical Counseling and Mental Health are available for download as a PDF file at the following website address: <https://www.ttuhsu.edu/health-professions/catalog.aspx>

Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), exists, in part, "to promote high standards of graduate preparation in counseling." Effective through March 2029, CACREP has conferred accreditation on the following areas:

Addiction Counseling (M.S. degree), Online delivery method;

Clinical Mental Health Counseling (M.S. degree), Online delivery method;

Clinical Rehabilitation Counseling (M.S. degree), Online delivery method;

Endorsement for Credentials

In order to successfully complete the program and be endorsed for any relevant certifications or licensure, students must demonstrate academic performance and professional dispositions meeting or exceeding department standards. These standards are applicable across settings, including: classes, advising sessions, clinical sites, and all verbal and written communication.

Mission Statement

The mission of the Master of Science in Addiction Counseling program at Texas Tech University Health Sciences Center forwards the mission of the University by providing a practitioner training program focused on the unique needs of diverse communities, especially in rural settings. We are committed to preparing entry-level addiction counselors to work competently and ethically through the mastery of evidence-based counseling practices. Our focus centers on understanding the unique needs of persons with substance use and behavioral health disorders across their lifespans in the community, workplace, personal relationships and activities.

Program Goals

The goal of the program is to prepare counselors with the counseling knowledge, attitudes, and skills to assist clients with substance use disorders, behavioral health issues, and/or addictions to use their own resources and opportunities to meet their developmental, educational and interpersonal needs. To accomplish this goal, the program provides educational and practical experiences that allow students to meet the following knowledge and outcome expectations:

The objectives of our program are linked to our mission statement. They are to provide:

- Educational experiences that facilitate the development of the knowledge, attitudes and skills necessary to practice as qualified addiction counselors with a diverse population in a wide variety of contexts.
- Learning opportunities to support the ability to implement culturally responsive and ethically sound counseling practices throughout their careers, and to advocate for individuals with addiction concerns and the profession.
- Clinical training experiences focused on translating acquired knowledge, attitudes and skills into evidence-based practice in a wide range of real-world opportunities.

The MSAC program strives to accomplish our mission, goals and objectives by:

- Recruiting, educating and graduating a diverse population of students who are prepared to provide addiction counseling services in a variety of employment settings.
- Providing a rigorous academic environment that provides a solid foundation to prepare entry level addiction counselors who meet national certification standards.
- Working closely with the public and private counseling communities to ensure well-trained graduates who are considered valued employees.
- Developing a faculty that is valued by our students and the counseling community for our teaching, research, and service.
- Achieving the highest quality program possible within the constraints of available financial, human, technological, and time resources.
- Developing commitment within students to empower individuals with substance use and/or behavioral disorders to identify and maximize their resources to meet their health-related, developmental, vocational, and educational goals.

Certification and Licensure

Upon completion of the MSAC program, graduates will possess the competencies and experiences necessary to pursue certification or licensure as a counselor. These certifications are important, and at times essential, in furthering the graduate's career. As with most professional certifications, these credentials are not automatically acquired by completion of the academic program. Rather, the completion of scholastic work and attainment of the Master of Science in Addiction Counseling makes the graduate eligible to apply for various certifications and licensure in many states.

National Certified Addiction Counselor (NCAC): The NCAC is considered the leading, addiction specific, counseling certification. The certification is offered by the National Certification Commission for Addiction Professionals (NCC AP) and a variety of levels of certification are available. Each credential has a different set of standards to reflect the counselor's knowledge and experience level.

Further information is available about the NCAC credential by contacting:
National Certification Commission for Addiction Professionals

44 Canal Center Plaza, Suite 301
Alexandria, VA 22314
703-741-7686

<https://www.naadac.org/certification>

National Certified Counselor (NCC): The NCC is the premier counseling certification and offered by the National Board for Certified Counselors. Board certification demonstrates to colleagues and the public that you have voluntarily met high national standards for the practice of counseling. NCCs may also hold specialty certifications such as the Master Addictions Counselor (MAC).

Further information is available about the NCC by contacting:
National Board for Certified Counselors (NBCC), Inc. and Affiliates
3 Terrace Way, Greensboro, NC 27403
336-547-0607

<https://www.nbcc.org/Certification/NCC>

State Licensure: Graduates of the MSAC program will also be eligible for licensure in many states. Various examples of professional counseling licenses that graduates may qualify for are: Licensed Professional Counselor (LPC), Licensed Professional Clinical Counselor (LPCC), or Licensed Clinical Professional Counselor (LCPC), depending upon the state. For more information about specific requirements and qualifications, please contact your respective state counselor licensure board.

The following website provides helpful resources and links: <https://www.counseling.org/knowledge-center/licensure-requirements>

Master of Science in Clinical Mental Health Counseling

MSMH Program

This section of the Student Handbook describes information specific to the MSMH program. Academic policies that are common to the School of Health Professions are provided at the following website address: <https://hsoweb.ttuhs.edu/health-professions/current/policies.aspx>

Curriculum, Course Descriptions, and Academic Calendar

Refer to the following website to obtain updated information about the curriculum, course descriptions and academic calendar for the TTUHSC MSMH program: <https://www.ttuhs.edu/health-professions/master-of-science-clinical-mental-health-counseling/>

Mission Statement

The mission of the Master of Science in Clinical Mental Health Counseling program at Texas Tech University Health Sciences Center forwards the mission of the University by providing a practitioner training program focused on the unique needs of diverse communities, especially in rural settings. We are committed to preparing entry-level mental health counselors to work competently and ethically through the mastery of evidence-based counseling practices. Our focus centers on understanding the unique needs of persons with mental health concerns across their lifespans in the community, workplace, personal relationships and activities.

Program Goals

The goals of the program are to prepare counselors with the counseling knowledge, attitudes, and skills to assist clients with mental health concerns to use their own resources and opportunities to meet their developmental, educational and interpersonal needs. To accomplish this goal, the program provides educational and practical experiences that allow students to meet the following knowledge and outcome expectations:

The objectives of our program are linked to our mission statement. They are to provide:

- Educational experiences that facilitate the development of the knowledge, attitudes and skills necessary to practice as qualified mental health counselors with a diverse population in a wide variety of contexts.
- Learning opportunities to support the ability to implement culturally responsive and ethically sound counseling practices throughout their careers, and to advocate for individuals with mental health concerns and the profession.
- Clinical training experiences focused on translating acquired knowledge, attitudes and skills to evidence-based practice in a wide range of real-world opportunities.

The MSMH program strives to accomplish our mission, goals and objectives by:

- Recruiting, educating and graduating a diverse population of students who are prepared to provide mental health counseling services in a variety of employment settings.
- Providing a rigorous academic environment that provides a solid foundation to prepare entry level mental health counselors who meet national certification standards.
- Working closely with the public and private counseling communities to ensure well-trained graduates who are considered valued employees.
- Developing a faculty that is valued by our students and the counseling community for our teaching, research, and service.
- Achieving the highest quality program possible within the constraints of available financial, human, technological, and time resources.
- Developing commitment within students to empower individuals with mental health concerns to identify and maximize their resources to meet developmental, vocational, and educational goals.

Program Accreditation

The MSMH program at Texas Tech University Health Sciences Center is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) within the Clinical Mental Health Counseling CACREP specialty area.

Counseling Organizations

Students are encouraged to maximize their professional potential by joining one of the national counseling organizations. The American Counseling Association (ACA) is a premier organization representing the diverse industry of counseling and includes specialty-focused divisions and regional/state chapters.

More information on ACA can be found here: <https://www.counseling.org/>.

Students can join ACA and participate in their home state's counseling organization as a way to increase their exposure to other counseling professionals locally. Additionally, ACA has a division focused on mental health called American Mental Health Counselors Association and their website is: <http://www.amhca.org/home>.

Certification and Licensure

Upon completion of the MSMH program, graduates will possess the competencies and experiences necessary to pursue certification or licensure as a counselor.

These certifications are important, and at times essential, in furthering the graduate's career. As with most professional certifications, these credentials are not automatically acquired by completion of the academic program. Rather, the completion of scholastic work and attainment of the Master of Science in Clinical Mental Health Counseling makes the graduate eligible to apply for various certifications and licensure in many states.

National Certified Counselor (NCC): The NCC is the premier counseling certification and offered by the National Board for Certified Counselors. Board certification demonstrates to colleagues and the public that you have voluntarily met high national standards for the practice of counseling. NCCs may also hold specialty certifications such as the Certified Clinical Mental Health Counselor (CCMHC).

Further information is available about the NCC by contacting:
National Board for Certified Counselors (NBCC), Inc. and Affiliates
3 Terrace Way
Greensboro, NC 27403
336-547-0607
<https://www.nbcc.org/CertificationNCC>

State Licensure: Graduates of the MSMH program will also be eligible for licensure in many states. Various examples of professional counseling licenses that graduates may qualify for are: Licensed Professional Counselor (LPC), Licensed Professional Clinical Counselor (LPCC), or Licensed Clinical Professional Counselor (LCPC), depending upon the state. For more information about specific requirements and qualifications, please contact your respective state counselor licensure board.

The following website provides helpful resources and links: <https://www.counseling.org/knowledge-center/licensure-requirements>

Academic and Clinical Behavior:

Department-Student Agreement

Department of Clinical Counseling and Mental Health, Texas Tech University Health Sciences Center

Students are expected to conduct their behavior in accordance with the following regulations:

1. The use of unauthorized written or oral references during examinations (cheating) is prohibited. This applies to all forms of electronic communication (e-mail, instant messaging, texting, etc.) for web-based examinations.
2. The inadequate citation of references or assistance on papers or class presentations (plagiarism) is prohibited.
3. Habitual tardiness, unexcused absences and lack of participation in class activities is prohibited.
4. Students will behave in accordance with the Code of Ethics set forth by the School of Health Professions and respective program/professional organizations.
5. Students will comply with all rules and regulations of the clinical facilities to which they are assigned.

I certify that I have received a copy of the Department of Clinical Counseling and Mental Health Student Handbook for my personal use and reference.

I assume responsibility to read, review and thoroughly understand the rules, regulations, code of ethics and honor code as outlined in this Student Handbook. I agree to abide by all rules, regulations and codes while I am a student in the Department of Clinical Counseling and Mental Health at Texas Tech University Health Sciences Center.

Within one week after receipt of this handbook, I agree that I am responsible for writing an inquiry to the Program Director for clarification of any information in this handbook, including inquiry about consequences for my failure to comply. If I do NOT write an inquiry within one week after receipt, I am declaring that I fully understand my responsibilities and any consequences for my failure to meet those responsibilities.

By entering a web-based course, you are signifying that you have read and agree to all applicable guidelines, policies, regulations and rules set forth in the TTUHSC School of Health Professions, Department of Clinical Counseling and Mental Health Student Handbook and the TTUHSC Information Technology Policy.

MSMH Academic Progression

Academic Progress Requirements

Students are recommended to successfully complete (i.e., pass with a grade of C or better) at least 15 curricular credit hours in an academic year (defined as consecutive Fall, Spring and Summer semesters). Within the first semester of enrolling in the program, students must choose between a part-time or full time degree plan. Any deviations from this schedule require the approval of the advisor. Students' professional dispositions for practice as a professional counselor are also routinely evaluated.

Academic Standards

Students must meet specific program performance standards in order to remain in good standing with the university. The CCMH department values student retention and utilizes remediation planning, academic probation, or dismissal, as appropriate, to address academic deficiencies. Information about remediation, probation and/or dismissal procedures are available in this handbook. Specific standards follow:

1. Each student in the CCMH department must maintain a cumulative GPA of a 2.70 or higher at the end of each semester, as well as receive a grade of C or better in all courses taken.
2. Students must file a degree plan within the first semester of enrollment.
3. Students are required to meet course requirements for participation, assignments, and testing.
4. Students are required to display satisfactory progress in terms of professional dispositions to practice professional counseling.
5. Students are required to obtain a score of Pass on the departmental Comprehensive Examination.

Professional Dispositions

The term professional dispositions describes fundamental characteristics necessary for competent professional counseling practice.

Professional dispositions are: the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues.

The Department of Clinical Counseling and Mental Health conforms to the Council for Accreditation for Counseling and Related Educational Programs standards requiring that students can demonstrate the required knowledge and skill across the curriculum as well as professional dispositions for professional counseling practice.

Professional disposition standards include but are not limited to:

1) Demonstrating fitness, for professional counseling, in interactions with others as measured by the CCMH Professional Disposition Evaluation processes. These reviews are conducted using the Professional Disposition Evaluation (PDE) Form, which include the following competencies:

- a) Professional Ethics
- b) Multicultural Competence
- c) Engagement in Learning
- d) Personal Insight
- e) Adaptability and Cooperation
- f) Use of Feedback
- g) Conflict Resolution
- h) Personal Responsibility
- i) Emotional Management
- j) Dependability, Record Keeping and Task Completion

And

2) Conformity with: the American Counseling Association Code of Ethics, relevant counseling specialty ethical codes and relevant state licensure boards rules/regulations.

Comprehensive Examination

Student performance is also measured via comprehensive examination. The comprehensive examination is a summary achievement exam of counseling curriculum content mastery. The following list describes the exam in more detail:

- A comprehensive examination is required of all Master of Science degree candidates in the CCMH department.
- The Comprehensive Examination Committee is a standing committee of CCMH faculty.
- The Comprehensive Examination is designed, built, and administered by the CCMH department.

The examination covers the following 9 areas:

- Relevant specialty counseling designation;
- Research and Program Evaluation;
- Assessment and Testing;
- Group Counseling and Group Work;
- Counseling and Helping Relationships;
- Career Development;
- Human Growth and Development;
- Social and Cultural Diversity;
- Professional Counseling Orientation and Ethical Practice;

- Students are advised to study for the exam as they would study for the National Counselor Examination (NCE) for licensure and certification.
- Students must have completed at least 75% of the counseling curriculum prior to registering for the Comprehensive Examination.
- The Comprehensive Examination is graded on a Pass / Fail basis.
- The Comprehensive Examination is offered once each semester
- Examinees will be allowed to take the Comprehensive Examination two times. An appeal for additional attempts, beyond the first two attempts, must be filed through the student's advisor and with the Comprehensive Examination Committee.
- The Department of Clinical Counseling and Mental Health may accept a Passing result on the National Counselor Exam or Certified Rehabilitation Counselor Exam in lieu of the comprehensive exam.

The Comprehensive Exam requirement is in effect for all CCMH students beginning their matriculation in Fall 2018 or later.

MSMH Clinical Study

Supervised Practicum and Internship

Because of the nature of the CCMH distance education programs, students are required to take the responsibility to explore their community and locate suitable practicum and internship opportunities. Degree-seeking students are required to accumulate 100 clock hours of practicum experience. Of this 100 hour requirement, 40 hours must be in direct service with actual clients. The practicum requirements are intended to prepare the students for the Internship experience. The practicum is required to be supervised by a qualified counseling professional, who is willing to provide one-on-one weekly supervision to the student in a setting that meets program criteria.

CCMH students are also required to complete 600 clock hours, with 240 hours of direct service, during Internship. Internship experiences must be supervised by a qualified counseling professional approved by the program. Approval of the practicum and internship experience are determined based on the following departmental criteria:

1. Students are responsible for following the procedures and deadlines outlined within the department's clinical training manual.
2. The site supervisor meets the program's guidelines as a qualified counseling professional.
3. The site supervisor is willing to provide the level of supervision required by the program (i.e., at least one hour of face to face supervision per week).
4. The clinical site meets the criterion established by the program and is approved by the Clinical Coordinator prior to the start of practicum or internship.
5. Students may not accrue practicum or internship hours prior to having completed Affiliation Agreement signed by all required parties.
6. Students may not begin internship until all requirements for practicum have been completed.

Professional Liability Insurance

All CCMH students are required to obtain and provide proof of individual counseling liability insurance before being allowed to participate in their clinical experiences.

This requirement is in effect as of Fall 2020.

MSMH Curriculum and Outcomes

Catalog, Program Curriculum, And Academic Calendar

The catalog and listing of curricular content for each educational program in the Department of Clinical Counseling and Mental Health are available for download as a PDF file at the following website address: <https://www.ttuhs.edu/health-professions/catalog.aspx>

Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), exists, in part, "to promote high standards of graduate preparation in counseling." Effective through March 2029, CACREP has conferred accreditation on the following areas:

Addiction Counseling (M.S. degree), Online delivery method;

Clinical Mental Health Counseling (M.S. degree), Online delivery method;

Clinical Rehabilitation Counseling (M.S. degree), Online delivery method;

Endorsement for Credentials

In order to successfully complete the program and be endorsed for any relevant certifications or licensure, students must demonstrate academic performance and professional dispositions meeting or exceeding department standards. These standards are applicable across settings, including: classes, advising sessions, clinical sites, and all verbal and written communication.

Mission Statement

The mission of the Master of Science in Clinical Mental Health Counseling program at Texas Tech University Health Sciences Center forwards the mission of the University by providing a practitioner training program focused on the unique needs of diverse communities, especially in rural settings. We are committed to preparing entry-level mental health counselors to work competently and ethically through the mastery of evidence-based counseling practices. Our focus centers on understanding the unique needs of persons with mental health concerns across their lifespans in the community, workplace, personal relationships and activities.

Program Goals

The goals of the program are to prepare counselors with the counseling knowledge, attitudes, and skills to assist clients with mental health concerns to use their own resources and opportunities to meet their developmental, educational and interpersonal needs. To accomplish this goal, the program provides educational and practical experiences that allow students to meet the following knowledge and outcome expectations:

The objectives of our program are linked to our mission statement. They are to provide:

- Educational experiences that facilitate the development of the knowledge, attitudes and skills necessary to practice as qualified mental health counselors with a diverse population in a wide variety of contexts.
- Learning opportunities to support the ability to implement culturally responsive and ethically sound counseling practices throughout their careers, and to advocate for individuals with mental health concerns and the profession.
- Clinical training experiences focused on translating acquired knowledge, attitudes and skills to evidence-based practice in a wide range of real-world opportunities.

The MSMH program strives to accomplish our mission, goals and objectives by:

- Recruiting, educating and graduating a diverse population of students who are prepared to provide mental health counseling services in a variety of employment settings.
- Providing a rigorous academic environment that provides a solid foundation to prepare entry level mental health counselors who meet national certification standards.
- Working closely with the public and private counseling communities to ensure well-trained graduates who are considered valued employees.
- Developing a faculty that is valued by our students and the counseling community for our teaching, research, and service.
- Achieving the highest quality program possible within the constraints of available financial, human, technological, and time resources.
- Developing commitment within students to empower individuals with mental health concerns to identify and maximize their resources to meet developmental, vocational, and educational goals.

Certification and Licensure

Upon completion of the MSMH program, graduates will possess the competencies and experiences necessary to pursue certification or licensure as a counselor.

These certifications are important, and at times essential, in furthering the graduate's career. As with most professional certifications, these credentials are not automatically acquired by completion of the academic program. Rather, the completion of scholastic work and attainment of the Master of Science in Clinical Mental Health Counseling makes the graduate eligible to apply for various certifications and licensure in many states.

National Certified Counselor (NCC): The NCC is the premier counseling certification and offered by the National Board for Certified Counselors. Board certification demonstrates to colleagues and the public that you have voluntarily met high national standards for the practice of counseling. NCCs may also hold specialty certifications such as the Certified Clinical Mental Health Counselor (CCMHC).

Further information is available about the NCC by contacting:
National Board for Certified Counselors (NBCC), Inc. and Affiliates
3 Terrace Way
Greensboro, NC 27403
336-547-0607
<https://www.nbcc.org/Certification/NCC>

State Licensure: Graduates of the MSMH program will also be eligible for licensure in many states. Various examples of professional counseling licenses that graduates may qualify for are: Licensed Professional Counselor (LPC), Licensed Professional Clinical Counselor (LPCC), or Licensed Clinical Professional Counselor (LCPC), depending upon the state. For more information about specific requirements and qualifications, please contact your respective state counselor licensure board.

The following website provides helpful resources and links: <https://www.counseling.org/knowledge-center/licensure-requirements>

Master of Science in Clinical Rehabilitation Counseling

MSCR Program

This section of the Student Handbook describes information specific to the MSCR program. Academic policies that are common to the School of Health Professions are provided at the following website address: <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Mission and Philosophy

The mission of the Masters of Science Clinical Rehabilitation Counseling (MSCR) program at Texas Tech University Health Sciences Center forwards the mission of the University by providing a practitioner training program focused on the unique needs of diverse communities, especially in rural settings. We are committed to preparing entry-level clinical rehabilitation counselors to work competently and ethically through the mastery of evidence-based practices. Our focus centers on empowering people with disabilities to make informed choices, build viable careers, and live more independently within the community.

The goal of the program is to prepare students with the counseling and rehabilitation knowledge and skills to assist people with a wide range of physical and psychiatric disabilities, chronic conditions or diseases, and social disabilities in achieving their education and career goals. To accomplish this, the program provides educational and clinical experiences that allow students to meet the following knowledge and outcome expectations:

The objectives of our program are linked to our mission statement. They are to provide:

- Educational experiences that facilitate the development of knowledge, attitudes and skills necessary to practice as qualified rehabilitation counselors with a diverse population in a wide variety of contexts.
- Learning opportunities to support the ability to implement culturally responsive and ethically sound rehabilitation counseling practices throughout their careers, and to advocate for individuals with disabilities and the profession.
- Clinical training experiences focused on translating acquired knowledge, attitudes, and skills to evidence-based practice in a wide range of real-world environments.

The field of rehabilitation counseling and the discipline of rehabilitation counseling are premised by a set of underlying values. Articulated by the Commission on Rehabilitation Counselor Certification (CRCC), these values provide an underpinning for the provision of services to persons with disabilities. These values include:

- Facilitation of independence, integration, and the inclusion of people with disabilities in employment and the community.
- Belief in the dignity and worth of all people.
- Commitment to a sense of equal justice based on a model of accommodation to provide and equalize the opportunities to participate in all rights and privileges available to all people; and a commitment to supporting persons with disabilities in advocacy activities to achieve this status and empower themselves.
- Emphasis on the holistic nature of human function which is procedurally facilitated by the utilization of such techniques as:
 1. interdisciplinary teamwork
 2. counseling to assist in maintaining a holistic perspective
 3. a commitment to considering individuals within the context of their family systems and community
- Recognition of the importance of focusing on the assets of the person
- Commitment to models of service delivery that emphasize integrated, comprehensive services that are mutually planned by the consumer and the rehabilitation counselor.

The MSCR program is dedicated to the education of competent practitioners and leaders in Clinical Rehabilitation Counseling. The curriculum is designed to involve the learner as an active participant in the essential knowledge, skills and attitudes necessary for competent practice in the field. Program faculty are drawn from a variety of disciplines within the Department of Clinical Counseling and Mental Health in the TTUHSC School of Health Professions. The intent of the program is to reflect the truly interdisciplinary nature of rehabilitation counseling and to facilitate the sharing of knowledge across health professionals and counseling specialties.

The curriculum conforms to the stated requirements for the graduate education of rehabilitation counseling professionals as set forth by the accrediting body, the Council on Accreditation of Counseling and Related Educational Programs (CACREP). While ensuring conformity to the curricular and skill requirements as established by the accrediting bodies, it is the intent of the program to graduate students who are:

1. Ready to acknowledge the importance of rehabilitation counseling in ensuring dignity, independence, and wellness for persons with disabilities;
2. Dedicated to key values, standards, and codes of ethics involved in the practice of clinical rehabilitation counseling, as set forth by state and national licensing and certifying bodies;
3. Engaged in reflective, creative problem-solving;
4. Responsive to the needs of persons with disabilities;
5. Sensitive to the collaborative therapeutic/helping relationship;
6. Involved in leadership roles to develop and enhance the discipline of clinical rehabilitation counseling;
7. Aware of, and able to respond to, the needs of their communities;
8. Able to act as an advocate for quality of life issues for persons with disabilities.

The curriculum will provide the personal and professional development learning processes necessary for students to acquire both competence and leadership abilities.

Goals of Program

The goals of the MSCR program are to ensure that graduates have the knowledge, skills, knowledge and attitudes necessary to provide the highest quality clinical rehabilitation counseling services.

To achieve this goal, the MSCR program provides students with the opportunity to:

- Acquire an advanced education in clinical rehabilitation counseling.
- Enter the public and private clinical rehabilitation counseling fields with the knowledge, skills, and attitudes necessary to provide effective services to individuals with disabilities, including those with the most severe disabilities.
- Assist individuals with disabilities to identify and use resources to meet their developmental, vocational, independent living, and educational goals.
- Develop a life-long commitment to the profession of clinical rehabilitation counseling.
- Keep their skills updated through continuing education throughout their careers.
- Engage in ethical practice, and exercise their skills and competencies with personal integrity.
- Develop as lifelong learners and critical thinkers.
- Develop a commitment to the profession of counseling, and the rehabilitation counseling specialty.
- Facilitate the full integration of persons with disabilities into society, and the acceptance of persons with disabilities as valued and contributing members of society.
- Participate in the program without discrimination on the basis of race, color, religion, national origin, age, disability, or marital status.

The MSCR program will contribute to the development of practitioners, educators, and researchers through its program academic instruction and clinical educational experiences.

Program Accreditation

The MSCR program at Texas Tech University Health Sciences Center is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) within the Clinical Rehabilitation Counseling CACREP specialty area.

Learning Objectives for MSCR Program

The MSCR program has identified the following ten learning outcomes for coursework and completion of the degree:

1. Students will develop a professional identity in the field of counseling, specifically clinical rehabilitation counseling, including knowledge of the history, philosophy, laws; counselor roles and responsibilities; advocacy; ethical standards; general and professional scopes of the field; individual, professional and institutional accreditation, licensure, and certification; and the principles of disability-related practice.
2. Students will be able to demonstrate an understanding of the social and cultural diversity issues in the field of clinical rehabilitation counseling including psychosocial, cultural, racial, gender, sexual orientation, family, and disability differences; sensitivity to social and cultural issues; multicultural counseling competencies; effects of discrimination and bias; and application of strategies for intervention, self-awareness, and self-development based on psychological and social theory.
3. Students will be able to demonstrate a working knowledge of human growth and development/lifespan theory including physical, emotional, cognitive, behavioral, moral, learning and normal/abnormal personality development; human sexuality and disability; spirituality; social and learning needs across lifespan including transition and ethical/legal issues.
4. Students will be able to demonstrate a working knowledge and integration of employment and career development theories including barrier reduction, occupational alternatives, job modification, job placement and retention, and follow-up procedures, as well as a functional knowledge of the various assessments, skills, and services needed to ethically practice.
5. Students will be able to demonstrate, in theory and practice, knowledge and integration of counseling and consultation skills and techniques required by the profession, including various counseling theories, practical experience, knowledge of the field, group work expertise, crisis intervention, trauma-informed, and community-based strategies, and the ability to work with clients to meet the various clinical rehabilitation counseling goals.
6. Students will be able to demonstrate, in theory, and practice, knowledge and integration of group/leadership skills required by the profession including group dynamics in counseling theory, characteristics and functions of group leaders, interdisciplinary teamwork, and evaluation methods.
7. Students will be able to demonstrate a working knowledge of assessment practices in the clinical rehabilitation field including measurement and statistical concepts; methodology; ethical selection, administration, and interpretation of assessment measures; and assistive devices.
8. Students will be able to demonstrate the ability to ethically apply research and program evaluation in both coursework and practice through application of research literature to practice, research methodology, basic statistics, participation in research activities, use of data in literature development, and analysis of research articles.
9. The student will be able to demonstrate working knowledge of the medical, functional, and environmental aspects of disability in regard to rehabilitation including physical, psychiatric, developmental, cognitive, substance abuse, and emotional disabilities.
10. Students will be able to demonstrate the necessary knowledge of rehabilitation services and resources needed in the field of clinical rehabilitation counseling, including planning, case documentation, transition to work, substance abuse, diagnosis, treatment planning, psychopharmacology, resource selection and other rehabilitation specific services.

Codes of Ethics

Students enrolled in the Master of Science in Clinical Rehabilitation Counseling program are expected to undertake all activities related to their program of study in accordance with the highest standards of professional and ethical conduct. The Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics and The American Counseling Association (ACA) Code of Ethics are in effect immediately when you become a clinical rehabilitation counseling student. The program faculty and students operate within the standards of ethical conduct as set forth by the CRCC and ACA codes of professional ethics. All clinical rehabilitation counseling students are responsible for knowing and following the CRCC and ACA Codes of Professional Ethics.

The Codes are available in the links below.

ACA Code of Ethics: <https://www.counseling.org/knowledge-center/ethics>
CRCC Code of Professional Ethics: <https://www.crccertification.com/>

Counseling Organizations

Students can maximize their professional potential by joining a professional organization. The American Counseling Association (ACA) represents the diverse field of counseling and includes specialty-focused divisions and regional/state chapters.

More information on ACA can be found here: <https://www.counseling.org/>

Students can join ACA and participate in their home state's ACA chapter as a way to meet and network with other local counseling professionals. Students can further advance their professional identities by joining a division of ACA, <https://www.counseling.org/about-us/divisions-regions-and-branches/divisions>

ACA has a division focused on rehabilitation counseling, the American Rehabilitation Counseling Association, <http://www.arcaweb.org/>

Certification and Licensure

Upon completion of the MSCR program, graduates will possess the competencies and experiences necessary to pursue national certification or state licensure as a counselor. These credentials are essential to furthering the graduate's career. As with most professional credentials, these credentials are not automatically acquired by completion of the academic program. Rather, the completion of scholastic work and attainment of the Master of Science in Clinical Rehabilitation Counseling makes the graduate eligible to apply for various national certifications and state licensure as a counselor.

National Certified Counselor (NCC): The NCC is offered by the National Board for Certified Counselors. Board certification demonstrates to colleagues and the public that you have voluntarily met high national standards for the practice of counseling. NCCs may also hold specialty certifications such as the Master Addictions Counselor (MAC), Certified Clinical Mental Health Counselor (CCMHC), and National Certified School Counselor (NCSC).

Further information is available about the NCC by contacting:
National Board for Certified Counselors (NBCC), Inc. and Affiliates
3 Terrace Way
Greensboro, NC 27403
336-547-0607
<https://www.nbcc.org/Certification/NCC>

State Licensure- Graduates of the MSCR program will also be eligible for licensure in many states. Various examples of professional counseling licenses that graduates may qualify for are: Licensed Professional Counselor (LPC), Licensed Professional Clinical Counselor (LPCC), or Licensed Clinical Professional Counselor (LCPC), depending upon the state. For more information about specific requirements and qualifications, please contact your respective state counselor licensure board.

The following website provides helpful resources and links: <https://www.counseling.org/knowledge-center/licensure-requirements>

National Certified Rehabilitation Counselor (CRC): The CRC is considered the leading national rehabilitation counseling certification. The certification is offered by the Commission on Rehabilitation Counselor Certification (CRCC) <https://www.crccertification.com/>

Academic and Clinical Behavior:

Department-Student Agreement

**Department of Clinical Counseling and Mental Health,
Texas Tech University Health Sciences Center**

Students are expected to conduct their behavior in accordance with the following regulations:

1. The use of unauthorized written or oral references during examinations (cheating) is prohibited. This applies to all forms of electronic communication (e-mail, instant messaging, texting, etc.) for web-based examinations.
2. The inadequate citation of references or assistance on papers or class presentations (plagiarism) is prohibited.
3. Habitual tardiness, unexcused absences and lack of participation in class activities is prohibited.
4. Students will behave in accordance with the Code of Ethics set forth by the School of Health Professions and respective program/professional organizations.
5. Students will comply with all rules and regulations of the clinical facilities to which they are assigned.

I certify that I have received a copy of the Department of Clinical Counseling and Mental Health Student Handbook for my personal use and reference.

I assume responsibility to read, review and thoroughly understand the rules, regulations, code of ethics and honor code as outlined in this Student Handbook. I agree to abide by all rules, regulations and codes while I am a student in the Department of Clinical Counseling and Mental Health at Texas Tech University Health Sciences Center.

Within one week after receipt of this handbook, I agree that I am responsible for writing an inquiry to the Program Director for clarification of any information in this handbook, including inquiry about consequences for my failure to comply. If I do NOT write an inquiry within one week after receipt, I am declaring that I fully understand my responsibilities and any consequences for my failure to meet those responsibilities.

By entering a web-based course, you are signifying that you have read and agree to all applicable guidelines, policies, regulations and rules set forth in the TTUHSC School of Health Professions, Department of Clinical Counseling and Mental Health Student Handbook and the TTUHSC Information Technology Policy.

MSCR Academic Progression

Academic Progress Requirements

Students are recommended to successfully complete (i.e., pass with a grade of C or better) at least 15 curricular credit hours in an academic year (defined as consecutive Fall, Spring and Summer semesters). Within the first semester of enrolling in the program, students must choose between a part-time or full time degree plan. Any deviations from this schedule require the approval of the advisor. Students' professional dispositions for practice as a professional counselor are also routinely evaluated.

Academic Standards

Students must meet specific program performance standards in order to remain in good standing with the university. The CCMH department values student retention and utilizes remediation planning, academic probation, or dismissal, as appropriate, to address academic deficiencies. Information about remediation, probation and/or dismissal procedures are available in this handbook. Specific standards follow:

1. Each student in the CCMH department must maintain a cumulative GPA of a 2.70 or higher at the end of each semester, as well as receive a grade of C or better in all courses taken.
2. Students must file a degree plan within the first semester of enrollment.
3. Students are required to meet course requirements for participation, assignments, and testing.
4. Students are required to display satisfactory progress in terms of professional dispositions to practice professional counseling.
5. Students are required to obtain a score of Pass on the departmental Comprehensive Examination.

Professional Dispositions

The term professional dispositions describes fundamental characteristics necessary for competent professional counseling practice.

Professional dispositions are: the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues.

The Department of Clinical Counseling and Mental Health conforms to the Council for Accreditation for Counseling and Related Educational Programs standards requiring that students can demonstrate the required knowledge and skill across the curriculum as well as professional dispositions for professional counseling practice.

Professional disposition standards include but are not limited to:

- 1) Demonstrating fitness, for professional counseling, in interactions with others as measured by the CCMH Professional Disposition Evaluation processes. These reviews are conducted using the Professional Disposition Evaluation (PDE) Form, which include the following competencies:

- a) Professional Ethics
- b) Multicultural Competence
- c) Engagement in Learning
- d) Personal Insight
- e) Adaptability and Cooperation
- f) Use of Feedback
- g) Conflict Resolution
- h) Personal Responsibility
- i) Emotional Management
- j) Dependability, Record Keeping and Task Completion

And

- 2) Conformity with: the American Counseling Association Code of Ethics, relevant counseling specialty ethical codes and relevant state licensure boards rules/regulations.

Comprehensive Examination

Student performance is also measured via comprehensive examination. The comprehensive examination is a summary achievement exam of counseling curriculum content mastery. The following list describes the exam in more detail:

- A comprehensive examination is required of all Master of Science degree candidates in the CCMH department.
- The Comprehensive Examination Committee is a standing committee of CCMH faculty.
- The Comprehensive Examination is designed, built, and administered by the CCMH department.

The examination covers the following 9 areas:

- Relevant specialty counseling designation;
 - Research and Program Evaluation;
 - Assessment and Testing;
 - Group Counseling and Group Work;
 - Counseling and Helping Relationships;
 - Career Development;
 - Human Growth and Development;
 - Social and Cultural Diversity;
 - Professional Counseling Orientation and Ethical Practice;
-
- Students are advised to study for the exam as they would study for the National Counselor Examination (NCE) for licensure and certification.
 - Students must have completed at least 75% of the counseling curriculum prior to registering for the Comprehensive Examination.
 - The Comprehensive Examination is graded on a Pass / Fail basis.
 - The Comprehensive Examination is offered once each semester
 - Examinees will be allowed to take the Comprehensive Examination two times. An appeal for additional attempts, beyond the first two attempts, must be filed through the student's advisor and with the Comprehensive Examination Committee.
 - The Department of Clinical Counseling and Mental Health may accept a Passing result on the National Counselor Exam or Certified Rehabilitation Counselor Exam in lieu of the comprehensive exam.

The Comprehensive Exam requirement is in effect for all CCMH students beginning their matriculation in Fall 2018 or later.

MSCR Clinical Study

Supervised Practicum and Internship

Because of the nature of the CCMH distance education programs, students are required to take the responsibility to explore their community and locate suitable practicum and internship opportunities. Degree-seeking students are required to accumulate 100 clock hours of practicum experience. Of this 100 hour requirement, 40 hours must be in direct service with actual clients. The practicum requirements are intended to prepare the students for the Internship experience. The practicum is required to be supervised by a qualified counseling professional, who is willing to provide one-on-one weekly supervision to the student in a setting that meets program criteria.

CCMH students are also required to complete 600 clock hours, with 240 hours of direct service, during Internship. Internship experiences must be supervised by a qualified counseling professional approved by the program. Approval of the practicum and internship experience are determined based on the following departmental criteria:

1. Students are responsible for following the procedures and deadlines outlined within the department's clinical training manual.
2. The site supervisor meets the program's guidelines as a qualified counseling professional.
3. The site supervisor is willing to provide the level of supervision required by the program (i.e., at least one hour of face to face supervision per week).
4. The clinical site meets the criterion established by the program and is approved by the Clinical Coordinator prior to the start of practicum or internship.
5. Students may not accrue practicum or internship hours prior to having completed Affiliation Agreement signed by all required parties.
6. Students may not begin internship until all requirements for practicum have been completed.

Professional Liability Insurance

All CCMH students are required to obtain and provide proof of individual counseling liability insurance before being allowed to participate in their clinical experiences.

This requirement is in effect as of Fall 2020.

MSCR Curriculum and Outcomes

Catalog, Program Curriculum, And Academic Calendar

The catalog and listing of curricular content for each educational program in the Department of Clinical Counseling and Mental Health are available for download as a PDF file at the following website address: <https://www.ttuhs.edu/health-professions/catalog.aspx>

Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), exists, in part, "to promote high standards of graduate preparation in counseling." Effective through March 2029, CACREP has conferred accreditation on the following areas:

Addiction Counseling (M.S. degree), Online delivery method;

Clinical Mental Health Counseling (M.S. degree), Online delivery method;

Clinical Rehabilitation Counseling (M.S. degree), Online delivery method;

Endorsement for Credentials

In order to successfully complete the program and be endorsed for any relevant certifications or licensure, students must demonstrate academic performance and professional dispositions meeting or exceeding department standards. These standards are applicable across settings, including: classes, advising sessions, clinical sites, and all verbal and written communication.

Mission and Philosophy

The mission of the Masters of Science Clinical Rehabilitation Counseling (MSCR) program at Texas Tech University Health Sciences Center forwards the mission of the University by providing a practitioner training program focused on the unique needs of diverse communities, especially in rural settings. We are committed to preparing entry-level clinical rehabilitation counselors to work competently and ethically through the mastery of evidence-based practices. Our focus centers on empowering people with disabilities to make informed choices, build viable careers, and live more independently within the community.

The goal of the program is to prepare students with the counseling and rehabilitation knowledge and skills to assist people with a wide range of physical and psychiatric disabilities, chronic conditions or diseases, and social disabilities in achieving their education and career goals. To accomplish this, the program provides educational and clinical experiences that allow students to meet the following knowledge and outcome expectations:

The objectives of our program are linked to our mission statement. They are to provide:

- Educational experiences that facilitate the development of knowledge, attitudes and skills necessary to practice as qualified rehabilitation counselors with a diverse population in a wide variety of contexts.
- Learning opportunities to support the ability to implement culturally responsive and ethically sound rehabilitation counseling practices throughout their careers, and to advocate for individuals with disabilities and the profession.
- Clinical training experiences focused on translating acquired knowledge, attitudes, and skills to evidence-based practice in a wide range of real-world environments.

The field of rehabilitation counseling and the discipline of rehabilitation counseling are premised by a set of underlying values. Articulated by the Commission on Rehabilitation Counselor Certification (CRCC), these values provide an underpinning for the provision of services to persons with disabilities. These values include:

- Facilitation of independence, integration, and the inclusion of people with disabilities in employment and the community.
- Belief in the dignity and worth of all people.
- Commitment to a sense of equal justice based on a model of accommodation to provide and equalize the opportunities to participate in all rights and privileges available to all people; and a commitment to supporting persons with disabilities in advocacy activities to achieve this status and empower themselves.
- Emphasis on the holistic nature of human function which is procedurally facilitated by the utilization of such techniques as:
 1. interdisciplinary teamwork
 2. counseling to assist in maintaining a holistic perspective
 3. a commitment to considering individuals within the context of their family systems and community
- Recognition of the importance of focusing on the assets of the person
- Commitment to models of service delivery that emphasize integrated, comprehensive services that are mutually planned by the consumer and the rehabilitation counselor.

The MSCR program is dedicated to the education of competent practitioners and leaders in Clinical Rehabilitation Counseling. The curriculum is designed to involve the learner as an active participant in the essential knowledge, skills and attitudes necessary for competent practice in the field. Program faculty are drawn from a variety of disciplines within the Department of Clinical Counseling and Mental Health in the TTUHSC School of Health Professions. The intent of the program is to reflect the truly interdisciplinary nature of rehabilitation counseling and to facilitate the sharing of knowledge across health professionals and counseling specialties.

The curriculum conforms to the stated requirements for the graduate education of rehabilitation counseling professionals as set forth by the accrediting body, the Council on Accreditation of Counseling and Related Educational Programs (CACREP). While ensuring conformity to the curricular and skill requirements as established by the accrediting bodies, it is the intent of the program to graduate students who are:

1. Ready to acknowledge the importance of rehabilitation counseling in ensuring dignity, independence, and wellness for persons with disabilities;
2. Dedicated to key values, standards, and codes of ethics involved in the practice of clinical rehabilitation counseling, as set forth by state and national licensing and certifying bodies;
3. Engaged in reflective, creative problem-solving;
4. Responsive to the needs of persons with disabilities;
5. Sensitive to the collaborative therapeutic/helping relationship;
6. Involved in leadership roles to develop and enhance the discipline of clinical rehabilitation counseling;
7. Aware of, and able to respond to, the needs of their communities;
8. Able to act as an advocate for quality of life issues for persons with disabilities.

The curriculum will provide the personal and professional development learning processes necessary for students to acquire both competence and leadership abilities.

Goals of Program

The goals of the MSCR program are to ensure that graduates have the knowledge, skills, knowledge and attitudes necessary to provide the highest quality clinical rehabilitation counseling services.

To achieve this goal, the MSCR program provides students with the opportunity to:

- Acquire an advanced education in clinical rehabilitation counseling.
- Enter the public and private clinical rehabilitation counseling fields with the knowledge, skills, and attitudes necessary to provide effective services to individuals with disabilities, including those with the most severe disabilities.
- Assist individuals with disabilities to identify and use resources to meet their developmental, vocational, independent living, and educational goals.
- Develop a life-long commitment to the profession of clinical rehabilitation counseling.
- Keep their skills updated through continuing education throughout their careers.
- Engage in ethical practice, and exercise their skills and competencies with personal integrity.
- Develop as lifelong learners and critical thinkers.
- Develop a commitment to the profession of counseling, and the rehabilitation counseling specialty.
- Facilitate the full integration of persons with disabilities into society, and the acceptance of persons with disabilities as valued and contributing members of society.
- Participate in the program without discrimination on the basis of race, color, religion, national origin, age, disability, or marital status.

Certification and Licensure

Upon completion of the MSCR program, graduates will possess the competencies and experiences necessary to pursue national certification or state licensure as a counselor. These credentials are essential to furthering the graduate's career. As with most professional credentials, these credentials are not automatically acquired by completion of the academic program. Rather, the completion of scholastic work and attainment of the Master of Science in Clinical Rehabilitation Counseling makes the graduate eligible to apply for various national certifications and state licensure as a counselor.

National Certified Counselor (NCC): The NCC is offered by the National Board for Certified Counselors. Board certification demonstrates to colleagues and the public that you have voluntarily met high national standards for the practice of counseling. NCCs may also hold specialty certifications such as the Master Addictions Counselor (MAC), Certified Clinical Mental Health Counselor (CCMHC), and National Certified School Counselor (NCSC).

Further information is available about the NCC by contacting:
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336-547-0607

State Licensure- Graduates of the MSCR program will also be eligible for licensure in many states. Various examples of professional counseling licenses that graduates may qualify for are: Licensed Professional Counselor (LPC), Licensed Professional Clinical Counselor (LPCC), or Licensed Clinical Professional Counselor (LCPC), depending upon the state. For more information about specific requirements and qualifications, please contact your respective state counselor licensure board.

The following website provides helpful resources and links: <https://www.counseling.org/knowledge-center/licensure-requirements>

National Certified Rehabilitation Counselor (CRC): The CRC is considered the leading national rehabilitation counseling certification. The certification is offered by the Commission on Rehabilitation Counselor Certification (CRCC) <https://www.crccertification.com/>

The MSCR program will contribute to the development of practitioners, educators, and researchers through its program academic instruction and clinical educational experiences.

Healthcare Management & Leadership

The Department of Healthcare Management and Leadership

Welcome Letter

Dear Student,

Welcome to the Department of Healthcare Management and Leadership. The department is housed within the School of Health Professions at the Texas Tech University Health Sciences Center.

We are committed to providing academic programs and support that will help you achieve your career goals. This Student Handbook contains information, expectations, policies and procedures that will answer many of your questions as well as provide guidance during your time with us.

You are a student in a professional health-related program. As such you are responsible for being familiar with the contents of the Student Handbook. Additionally, all students enrolled in the School of Health Professions are expected to demonstrate professional behavior in their interactions with faculty, staff and colleagues.

We wish you success in your studies and your career.

Sincerely,

Ryan N. Schmidt, Ph.D., MBA, MS, CMRP
Department Chair/ Associate Professor
Department of Healthcare Management and Leadership

General Information

Generic Abilities

Generic Abilities are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are never the less required for success in the healthcare professions. Ten generic professional abilities and definitions applicable to the department are listed below. These *Generic Abilities* serve as a foundation for professional behavior and may be used for counseling sessions with a student concerning academic and non-academic deficiencies and may be cited as expected standards of professional student behavior in behavioral and/or academic criteria established between a Program Director and a student.

1. *Commitment to Learning* – The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. *Interpersonal Skills* – The ability to interact effectively with patients, families, colleagues, other health care professional, and the community and to deal effectively with cultural and ethnic diversity issues.
3. *Communication Skills* – The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. *Effective Use of Time and Resources* – The ability to obtain the maximum benefit from a minimum investment of time and resources.
5. *Use of Constructive Feedback* – The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6. *Problem-Solving* – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7. *Professionalism* – The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. *Responsibility* – The ability to fulfill commitments and to be accountable for actions and outcomes.
9. *Critical Thinking* – The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10. *Stress Management* – The ability to identify sources of stress and to develop effective coping behaviors.

Academic Probation

Students placed on Academic Probation must meet specific program performance standards in order to be removed from Academic Probation. A student on Academic Probation will be notified in writing by the Program Director when conditions have been met so that the student can be considered to be in good standing.

Academic and Clinical Behavior: Department - Student Agreement Department of Healthcare Management and Leadership School of Health Professions, TTUHSC

Students are expected to conduct their behavior in accordance with the following regulations:

1. The use of unauthorized written or oral references during examinations (cheating) is prohibited. This applies to all forms of electronic communication (e-mail, instant messaging, etc.) for web-based examinations.
2. The inadequate citation of references or assistance on papers or class presentations (plagiarism) is prohibited.
3. Habitual tardiness, unexcused absences and lack of participation in class activities is prohibited. This includes but is not limited to failure to participate in online discussion forums, failure to submit assignments on time, and failure to respond timely to faculty communications about course activities/participation.
4. Students will behave in accordance with the Code of Ethics set forth by the School of Health Professions and respective program/professional organizations.
5. Students will comply with all rules and regulations of the clinical facilities to which they are assigned.

I certify that I have received a copy of the Department of Healthcare Management and Leadership Student Handbook for my personal use and reference.

I assume responsibility to read, review and thoroughly understand the rules, regulations, code of ethics and honor code as outlined in this Student Handbook. I agree to abide by all rules, regulations and codes while I am a student in the Department of Healthcare Management and Leadership at Texas Tech University Health Sciences Center.

Within one week after receipt of this handbook, I agree that I am responsible for writing an inquiry to the Program Director for clarification of any information in this handbook, including inquiry about consequences for my failure to comply. If I do NOT write an inquiry within one week after receipt, I am declaring that I fully understand my responsibilities and any consequences for my failure to meet those responsibilities.

By entering an online course, you are signifying that you have read and agree to all applicable guidelines, policies, regulations and rules set forth in the TTUHSC School of Health Professions, Department of Healthcare Management and Leadership Student Handbook by going to the Student Resources section of the School of Health Professions website at: <https://student.ttuhschool.edu/health-professions/>, and the TTUHSC Information Technology Policies located at the following website: <https://www.ttuhschool.edu/administration/operating-policies/op56.aspx>

Student Signature / Date _____ TTUHSC Representative Signature / Date _____

Student Printed Name _____ Student ID / R# _____

Master of Science in Healthcare Administration

MSHA Program

This section of the Student Handbook describes academic policies and procedures that are specific to the MSHA program. Academic policies that are common to the School of Health Professions are provided in the Student Resources section at the following website address: <https://hsoweb.ttuhsu.edu/health-professions/current/policies.aspx>

Curriculum, Course Descriptions, Course Schedule and Textbooks

The curriculum, course descriptions, course schedule, and textbook information can be found on the Healthcare Administration student resource page at <https://student.ttuhsu.edu/health-professions/master-of-science-healthcare-administration/default.aspx>

Mission and Philosophy

Our Vision is to be the graduate degree of choice for working healthcare professionals. Our mission is to educate current and future healthcare managers and leaders by providing an educational program encompassing the essential knowledge, skills, and competencies required for success.

Our objective is to help our students advance professionally, become more successful in their current job, and obtain positions of greater responsibility in the healthcare setting.

Our goal is to be both professors and mentors in the degree experience and professional development process.

Program Description

Our degree is a graduate level Healthcare Administration degree consisting of evidence-based research; a focused, management-based curriculum; individualized instruction; and mechanisms for personal and professional growth. MSHA students entering the program will be required to complete 36 semester hours to meet degree requirements. This will include 30 hours of core class requirements and 6 hours of elective courses. Core core are offered each term and electives are offered at least twice per year.

Our students are preparing for leadership, management, or supervisory positions in the healthcare field as CEOs, COOs, clinic managers, department heads, program directors, group practice managers, section supervisors, program coordinators, healthcare consultants, or other senior level healthcare positions. Job opportunities for health services administrators and managers continue to be strong as the health industry is one of the fastest growing sectors in our nation's economy. Our graduates are on the cutting edge of relevancy and credibility supporting the nation's healthcare growth.

Educational Objectives

The MSHA program is designed to prepare current healthcare professionals with advanced training that will allow them to excel as leaders, managers and supervisors across the healthcare spectrum. The curriculum is designed to address competencies that are needed by managers. Upon completion of the program, students will possess the competencies and experiences necessary for successfully meeting the challenges presented by the current and evolving healthcare delivery systems and should be able to do the following:

- Demonstrate an understanding of the principles of healthcare management, leadership, and organizational behavior.
- Distinguish the significant elements of the healthcare delivery system and assess how they integrate with one another.
- Evaluate, implement, and recognize important aspects of operational and human resource management in healthcare.
- Demonstrate an understanding of basic financial management concepts and how they support and contribute to organizational success.
- Analyze organizational strategic planning and implement strategic plans to support the organization's goals.
- Evaluate and implement different marketing strategies common to healthcare organizations.
- Analyze key concepts of economic theory within the health services industry.
- Collect, synthesize, and interpret research and data for analysis and informed decision-making.
- Demonstrate an understanding of the uses of information technology and data analytics as they apply to healthcare.
- Evaluate, integrate, and apply evidence-based research towards problems found within the healthcare industry at an environmental or organizational level.

Professional Societies

Students are encouraged to join either of the following associations: the American College of Healthcare Executives: <https://www.ache.org/>; and the Medical Group Management Association: <https://www.mgma.com/>

Members receive access to the association website and journals and periodicals regarding healthcare administration: American College of Healthcare Executives:

Transfer Credits

The MSHA program may accept up to 6-credits of transfer from other colleges or universities that are comparable in course content and academic level at the discretion of the MSHA Program Director and with concurrence of the TTUHSC Registrar to count towards the hours needed for an MSHA degree. Transfer credit may be denied if this approval is not obtained in advance. A student must have at least 30 resident credit hours to receive a degree from the TTUHSC MSHA Program.

Professional Behavior

According to the Non-academic Misconduct Policy of the School of Health Professions described in this *Student Handbook*, all students are expected to exhibit professional conduct in all academic and clinical settings.

Online Professional Behavior

TTUHSC is committed to an open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations including diversity of thought, opinion, and values. The MSHA program encourages all students to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, we will intervene and may remove inappropriate comments. In some cases, there may be academic disciplinary action. Students should be guided by common sense and basic etiquette. Never post, transmit, promote, or distribute content that is known to be illegal. If you disagree with someone, respond to the subject, not the person. Avoid harassing, threatening, or embarrassing fellow learners. Also, refrain from transmitting or distributing content that is harmful, abusive, racially or ethnically offensive, vulgar, sexually explicit, or otherwise. Class/Section norms of conduct may vary, but there is no place where hate speech is tolerated. Never post harassing, racist, threatening, or embarrassing comments. In summary - Be polite!

The use of online educational material and mechanisms is a privilege, not a right. This privilege may be temporarily or even permanently revoked at any time for abusive conduct.

Abusive conduct includes but is not limited to:

1. Placing unlawful information on the network.
2. The transportation of copyrighted software from one site to another without the owner's expressed permission.
3. The use of abusive or otherwise objectionable language in either public or private messages.
4. The abuse and misuse of "etiquette."
5. Sending of chain letters that may result in a loss of network privileges.

For further explanation of expectations for online professional behavior, refer to the section of this Student Handbook entitled "Policies and Procedures for Student Users of TTUHSC Information Technology Resources."

Computer Software

Students can download an updated version of Internet Explorer at no charge at the following website: <https://support.microsoft.com/en-us/help/17621/internet-explorer-downloads>

A student might also be required to download other miscellaneous software, usually available at no charge. All students will be notified at the beginning of each semester about the software requirements that are necessary for the following semester.

Student Responsibilities or Computer/Internet Problems Computer Software

Students must have contingency plans for computer and Internet problems. Some suggestions include becoming familiar with Internet/free PC usage within your community, or seeking out friends, family, or even coworkers who have Internet services. It is your responsibility to have a backup plan for PC and Internet failure. PC and Internet failure is not a blanket excuse to turn in late assignments and not participate in the course.

Course Work

A detailed syllabus will be provided for each course. The class requirements, assignments, schedule, and the grading methodology will be included in that syllabus. Each student is responsible for reading, understanding, and abiding by the contents of this syllabus at the beginning of each semester. If the requirements of any MSHA course are not understood, it is the responsibility of the student to contact the instructor for clarification within one week of receiving this syllabus.

The published grade ranges must be used by all faculty. However, the actual evaluation of students' work will be determined by the individual faculty member. The means of evaluation may include examinations, papers, case studies, projects, group activities, peer evaluations, and class participation, depending on the specific subject matter of the course and the individual faculty member's preferences. Each faculty member establishes appropriate evaluation methods for his/her course(s) to assess the achievement of educational objectives.

Letter grades will be reported to students. The following standard will be used in reporting grades:

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
< 60 = F

It is SHP/MSHA policy that decimal places not be rounded up in final grades. Therefore, a student with an 89.9 average at the end of the course will receive a grade of "B" in the class.

Capstone Course Policy

Students in the MSHA program will generally take HPHA 5314, Healthcare Administration Capstone, in their final term/semester in the program, in accordance with the following policies:

1. Students must successfully complete all core courses in order to be eligible to take the capstone course.
2. Students may complete the capstone course prior to completing their final elective. This will enable students to take an elective that is only offered in a term subsequent to the term in which they plan to take the capstone.
3. Any exceptions to this policy must be approved by the Program Director.

Academic Advising

Each student is provided with an academic advisor. Academic advising occurs each term, at mid-term, and on an as-needed basis.

Academic Integrity

Healthcare professionals are expected to practice with a commitment to high standards of conduct and integrity. Academic misconduct is contrary to professional ethics. Academic misconduct includes, but is not limited to: cheating, plagiarism, falsification of records, intimidation and any other actions that may distort the evaluation of a student's academic performance or achievement, assisting others in such acts, or attempting to engage in such acts. Refer to the TTUHSC catalog and student manual at the following websites:

Plagiarism & Self Plagiarism

MSHA Students are required to be the authors of their own work. Use of another author’s previously written, (published or unpublished work) must be accompanied by specific citation and reference. Generally, plagiarism is defined as the deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with the submission of academic work, whether graded or otherwise. If a student is found plagiarizing, the professor has the right to admonish the student, require you to redo the assignment, and/or fail the student on the assignment at his or her discretion. In very worst case scenarios, the student will immediately be processed for dismissal. Multiple instances of plagiarism by the student may result in dismissal from the program. Self-plagiarism is the presentation of your own previously submitted work as original, like plagiarism, self-plagiarism is unethical. Using the same paper in multiple classes may violate the academic integrity policy, honor code, or ethics code of the university. If a student is considering using previous work for another class, they should consult with their current instructor prior to submitting any assignment.

Assistance on Written Work

The Publication Manual of the American Psychological Association (7th edition) is the default format for all papers produced in the MSHA program. Individual instructors may modify said standard as required for specific course deliverables.

As a graduate student, you are assigned research papers and projects to enhance your education and to allow the faculty to evaluate your work. For genuine education and evaluation to take place, papers and projects must be your own work. You are encouraged and expected to use outside sources such as books, journal articles, class notes, group discussion sessions, student-teacher conferences, and so forth to make your education as rich and complete as possible. However, you must also cite the sources used in the development of your projects and papers.

When you use published sources (to include previous papers written by you) for ideas or expression of ideas, you must acknowledge them through accurate citation and documentation. The knowledge represented in your paper(s) must be your own. If it is not, you must provide proper credit. For example: You may use a typist to type your manuscript(s). You may also receive editorial and/or methodological advices from faculty or peers, and you may act on their advice provided you understand what you are doing (i.e., the knowledge and rationale are yours). You may not allow anyone to write your paper for you or make substantive changes in your paper(s).

Graduate papers should present clear evidence of the quality of your self-education, not of someone else’s. That quality is what the faculty will evaluate.

Using the same paper for multiple purposes is prohibited unless prior permission is obtained from the course instructor.

Academic Standards

Each student of the Healthcare Administration program must maintain a cumulative GPA of 2.7 or higher at the end of each term. Additionally, each student must receive a grade of “C” or better in all courses taken. When GPA becomes an issue, it is imperative to strive for an “A” to mathematically surpass a 2.7 cumulative grade point average.

Students with a cumulative GPA of a 2.8 or below must have Program Director permissions to enroll in the Capstone Course-HPHA 5314.

Academic Probation

A student will be placed on academic probation for any of the following reasons:

- A student will be placed on academic probation due to a cumulative GPA below 2.7 and will remain on academic probation until they return to good academic standing. Student must raise GPA to 2.7 or higher in order to be removed from academic probation. The student may remain on academic probation for reasons of low cumulative GPA for no longer than two semesters (four 8-week terms, please note summer is a 10-week term).

Failure by the student to meet the prior requirements for removal from academic probation typically results in a recommendation by Program Director for dismissal due to academic deficiency. Refer to “Dismissal from Program” section for additional information.

Dismissal from the Program for Academic Reasons

Students in the MSHA program will be subject to dismissal for any of the following reasons:

1. Poor academic performance:
 - a. Failure to be released from academic probation within the time frame specified.
 - b. Earning two Ds, two Fs, or a D and an F while in the MSHA program.
2. Misconduct:
 - a. Violation of the TTUHSC Code of Professional Conduct.

Dismissal procedures will comply with the dismissal policy established by the School of Health Professions (Texas Tech University Health Sciences Center; Schools; School of Health Professions; Current Students; SHP Student Policies; Academic Dismissal).

Dismissal from the Program for Misconduct

A student enrolled in the MSHA program may be dismissed for violation of academic and/or non-academic misconduct policies of the School of Health Professions.

SHP Ethical School Standard

As a student of the School of Health Professions at the Texas Tech University Health Sciences Center, I will use my knowledge and skills responsibly to improve the quality of life for those we serve. I will seek in all academic, professional and personal endeavors to demonstrate ethical behavior, honesty, integrity and respect for others.

Code of Ethics for the MSHA Program

As a student in the MSHA Program, there are certain academic, professional, interpersonal, and personal standards that are expected. It is the objective of the program to enhance each of these areas with the goal of producing graduates who are well-rounded, productive, and ethical professionals and citizens.

Personal Standards

Demonstrate the highest standards of moral and ethical conduct. In order for students to be good citizens and professionals, they must be cognizant of the importance of honest, truthfulness, and personal integrity. This means that there are no allowances made for lying, cheating, plagiarism, or other forms of dishonesty in dealing with classmates, professors, or any part of the Program.

Interpersonal Relations

Be respectful to faculty and fellow students. Accept the personal responsibility to be intolerant of all forms of discrimination. The program has a diverse student body reflecting many different beliefs and backgrounds. It is imperative that we learn to respect and understand our differences and strive to use those differences to learn more about and appreciate other people and cultures. At the same time, we must foster an environment where individuals feel comfortable challenging each other’s views as well.

Class Preparation and Classroom Conduct

In order to obtain optimal results for the program, it is essential for students to take an active role in the educational and learning process. Students should maintain a cordial and respectful attitude in all on-line discussions. Furthermore, the student should complete assignments on time and submit quality work worth of a professional degree program.

External Relations

Promote a positive image of the program and the university in the community. An outsider’s opinion of the MSHA Program and TTUHSC may be based solely on the behavior and performance of students. It is important that students be aware of the broad impact of the actions in the community.

Professional Obligations

Accept as your professional responsibility the need to keep current on literature and activities in the healthcare administrative and business professions. Participate in professional societies related to your job.

Bachelor of Science in Healthcare Management

BSHM Program

This section of the Student Handbook describes academic policies and procedures that are specific to the BSHM program. Academic policies that are common to the School of Health Professions are provided at the following website address: <https://app4.ttuhs.edu/CourseCatalog/default/School-of-Health-Professions/2020%20-%202021/General-Policies>

Mission and Philosophy

The mission of the Bachelor of Science in Healthcare Management (BSHM) program is to prepare students to be successful, competent and ethical managers in the evolving U.S. healthcare system.

The Healthcare Management (BSHM) program combines common core and approved health professions technical credit hours to earn a degree for entry level healthcare managers and leaders. The purpose of the BSHM program is to provide wide exposure to the skills, knowledge and abilities needed for success in the U.S. healthcare delivery system. The BSHM program prepares students with the competencies needed for successfully meeting the current and evolving challenges presented by the healthcare delivery system to entry-level managers and leaders.

The faculty of the BSHM program believes that every student utilizes one's education in various life situations. The knowledge gained must not be used to exploit others, but to serve as a tool to improve the healthcare business. We hope to develop students with a sense of responsibility and a desire to contribute to their profession, patients, organizations, co-workers and subordinates, and the communities they serve.

The objectives of the healthcare management profession are to enhance the overall quality of life, dignity and well-being of every individual needing healthcare services, and to create a more equitable, accessible, effective and efficient healthcare system. Healthcare executives have an obligation to act in ways that will merit the trust, confidence, and respect of healthcare professionals and the general public.

Since every management decision affects the health and well-being of individuals and communities, healthcare executives need to evaluate carefully the possible outcomes of their decisions. In organizations that deliver healthcare services, they must work to safeguard the rights, interests, and prerogatives of patients or others served.

Goals of Program

The goals of the BSHM are:

1. To create course content that builds foundational skills for the development of a decisive and ethical management response to the requirements of healthcare organizations for effective management and supervision of their healthcare operations and sub-units.
2. To create a non-traditional program, within the limitations of the program, that is responsive to the scheduling needs and the educational and professional goals of diverse working healthcare technicians and technologists.
3. To improve and expand educational access to students from rural and medically underserved areas.
4. To educate students to be competent and efficient resource managers and personnel supervisors of healthcare management activities.
5. To educate students in mastering and using management and decision-making skills as the foundation for their healthcare management activities.
6. To educate students about professional ethics in management and legal issues in healthcare.
7. To develop in students the management skills.
8. To educate students to value, promote, and improve the quality of health care through the unique and cooperative contributions of healthcare professionals in an interdisciplinary approach.
9. To educate students in the acquisition and use of state of the art technologies in health care delivery, research activity, and clinical education.
10. To develop students as effective advocates for patient rights within the current and evolving health care environments.
11. To educate students in the value of critical interpretation of data for effective resource management and contribution to the decision-making process of their organization.
12. To educate students who accept responsibility for personal and professional growth and participate in the further development of their chosen professional goals.
13. To sustain students in a lifelong process of learning.

The curriculum will provide the personal and professional development learning processes necessary for students to acquire both competence and leadership abilities.

Educational Objectives

The BSHM program is designed to prepare students with competencies needed to enter various supervisory and entry-level management positions in hospital departments, ambulatory centers, community agencies, long-term care facilities, subacute care facilities, home health agencies and independent living centers. Upon completion of the program, the students will possess the competencies and experiences necessary for successfully meeting the challenges presented by the current and evolving healthcare delivery systems. The curriculum is designed to address competencies that are needed by managers in four broad categories:

1. Resource management (human, material, and financial)
2. Information systems (health records and computer support)
3. Healthcare organizations and systems (institutional, regional, integrated)
4. Operational, clinical management (decision making and clinical outcomes)

Curriculum and Academic Calendar

Refer to the following websites to obtain updated information about the curriculum, and

Academic calendar: <https://www.ttuhs.edu/health-professions/academic-calendar/default.aspx>

Curriculum: <https://www.ttuhs.edu/health-professions/bachelor-of-science-healthcare-management/curriculum.aspx>

Professional Societies

Students are encouraged to join either of the following associations. Members receive access to the association web site and journals and periodicals regarding healthcare administration:

American College of Healthcare Executives: <https://www.ache.org/>

Medical Group Management Association: <https://www.mgma.com/>

Professional Behavior

Health Professions described in this Student Handbook, all students are expected to exhibit professional conduct in all academic and clinical settings. Refer to the school's standards <https://www.ttuhs.edu/student-affairs/handbook.aspx>

Online Professional Behavior

TTUHSC is committed to an open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations including diversity of thought, opinion, and values. The program encourages all students to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, we will intervene and may remove inappropriate comments. In some cases, there may be academic disciplinary action. Students should be guided by common sense and basic etiquette.

Never post, transmit, promote, or distribute content that is known to be illegal. If you disagree with someone, respond to the subject, not the person. Avoid harassing, threatening, or embarrassing fellow learners. Also, refrain from transmitting or distributing content that is harmful, abusive, racially or ethnically offensive, vulgar, sexually explicit, or otherwise. Class/Section norms of conduct may vary, but there is no place where hate speech is tolerated. Never post harassing, racist, threatening, or embarrassing comments. In summary - Be polite!

The use of online educational material and mechanisms is a privilege, not a right. This privilege may be temporarily or even permanently revoked at any time for abusive conduct. Abusive conduct includes but is not limited to:

1. Placing unlawful information on the network.
2. The transportation of copyrighted software from one site to another without the owner's expressed permission.
3. The use of abusive or otherwise objectionable language in either public or private messages.
4. The abuse and misuse of "netiquette."
5. Sending of chain letters that may result in a loss of network privileges.

For further explanation of expectations for online professional behavior, refer to <https://www.ttuhs.edu/student-affairs/handbook.aspx>

Computer Software

Students can download or access software via <https://hscweb.ttuhs.edu/it/>. A student might also be required to download other miscellaneous software, usually available at no charge. All students will be notified at the beginning of each semester about the software requirements that are necessary for the following semester.

Student Responsibilities for Computer/Internet Problems

Students must have contingency plans for computer and Internet problems. Some suggestions include becoming familiar with Internet/free PC usage within your community, or seeking out friends, family, or even coworkers who have Internet services. It is your responsibility to have a backup plan for PC and Internet failure. PC and Internet failure is not a blanket excuse to turn in late assignments and not participate in the course.

Course Work

A detailed syllabus will be provided for each course. The class requirements, assignments, schedule, and the grading methodology will be included in that syllabus. Each student is responsible for reading, understanding, and abiding by the contents of this syllabus at the beginning of each semester.

Grading Policy

<https://www.ttuhs.edu/student-affairs/handbook.aspx>

It is BSHM policy that decimal places not be rounded up in final grades. Therefore, a student with an 89.9 average at the end of the course will receive a grade of "B" in the class.

Academic Advising

Each student is provided with an academic advisor. Academic advising is performed on an as-needed basis.

Academic Progress Requirements and Normative Time for Graduation

Students are required to successfully complete (i.e., pass) at least nine curricular credit hours in an academic year (defined as consecutive Fall, Spring and Summer semesters). Any deviations from this schedule require the prior approval of the Program Director. The normative time for graduation is four years. In other words, all degree requirements must be completed within four calendar years of matriculation into the program.

In certain courses, prerequisite requirements must be met prior to enrollment. Course offerings and prerequisite requirements may change at any time and without prior notice to the student.

Academic Integrity

Healthcare professionals are expected to practice with a commitment to high standards of conduct and integrity. Academic misconduct is contrary to professional ethics. Academic misconduct includes, but is not limited to: cheating, plagiarism, falsification of records, intimidation and any other actions that may distort the evaluation of a student's academic performance or achievement, assisting others in such acts, or attempting to engage in such acts. Refer to the TTUHSC catalog and student manual at <https://www.ttuhsu.edu/student-affairs/handbook.aspx>

Plagiarism

BSHM Students are required to be the authors of their own work. Use of another author's previously written, (published or unpublished work) must be accompanied by specific citation and reference. Generally, plagiarism is defined as the deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with the submission of academic work, whether graded or otherwise.

If a student is found plagiarizing, the professor has the right to admonish the student, require you to redo the assignment, and/or fail the student on the assignment at one's. In very worst case scenarios, the student will immediately be processed for dismissal. Multiple instances of plagiarism by the student may result in dismissal from the program.

Assistance on Written Work

The Publication Manual of the American Psychological Association is the default format for all papers produced in the BSHM program. Individual instructors may modify said standard as required for specific course deliverables. As a student, you are assigned research papers and projects to enhance your education and to allow the faculty to evaluate your work.

For genuine education and evaluation to take place, papers and projects must be your own work. You are encouraged and expected to use outside sources such as books, journal articles, class notes, group discussion sessions, student-teacher conferences, and so forth to make your education as rich and complete as possible. However, you must also cite the sources used in the development of your projects and papers.

When you use published sources (to include previous papers written by you) for ideas or expression of ideas, you must acknowledge them through accurate citation and documentation. The knowledge represented in your paper(s) must be your own. If it is not, you must provide proper credit. For example: You may use a typist to type your manuscript(s). You may also receive editorial and/or methodological advices from faculty or peers, and you may act on their advice provided you understand what you are doing (i.e., the knowledge and rationale are yours). You may not allow anyone to write your paper for you or make substantive changes in your paper(s).

Student submissions should present clear evidence of the quality of your self education, not of someone else's. That quality is what the faculty will evaluate. Using the same paper for multiple purposes is prohibited unless prior permission is obtained from the course instructor.

Academic Requirements

Sitting out for one long semester (Fall or Spring) places the student in an inactive status. If a student wishes to return after sitting on one long semester, they must reapply to the BSHM program under the new program requirements. Reapplying to the program does not guarantee acceptance to the BSHM program.

Academic Standards

Each student of the Healthcare Management program must maintain a cumulative GPA of 2.5 or higher at the end of each semester. Additionally, each student must receive a grade of "C" or better in all courses taken.

Academic Probation

1. Failure to maintain a cumulative GPA of 2.5 or higher in [BSHM courses], or receiving a grade of "D" in any course, will result in the student being placed on academic probation.
2. A student placed on academic probation due to low cumulative GPA (below 2.5) will remain on academic probation until the cumulative GPA is raised to 2.5 or higher.

The student may remain on academic probation for reasons of low cumulative GPA no longer than two consecutive semesters.

3. A student placed on academic probation due to receiving a grade of "D" will remain on academic probation until they have the opportunity to obtain a passing grade in the course ("C" or better) in which the original grade was a "D" the next time that course is offered in the curriculum. For coursework that is repeated under such circumstances, both the original and the repeated course grades are used to calculate cumulative GPA and both grades will appear on the student grade transcript.
4. Failure by the student to meet the above requirements for removal from academic probation will normally result in a recommendation from the program director to the department chair that the student be dismissed from the program for reasons of academic deficiency.

Dismissal from the Program for Academic Reasons

1. A student will be dismissed for failure to be released from academic probation within the time frame specified in the "Academic Probation" section above.
2. A student will be dismissed for receiving a final grade of "F" in any course.
3. Dismissal procedures will comply with the dismissal policy established by the School of Health Professions (Texas Tech University Health Sciences Center; Schools; School of Health Professions; Current Students; SHP Student Policies; Academic Dismissal).

Dismissal from the Program for Misconduct

A student enrolled in the BSHM program may be dismissed for violation of academic and/or non-academic misconduct policies of the School of Health Professions or the BSHM program.

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Professional Obligations

Accept as your professional responsibility the need to keep current on literature and activities in the healthcare administrative and business professions. Participate in professional societies, as applicable and available, related to your job.

The Department of
Laboratory Sciences & Primary Care



It is our pleasure to welcome each of you to the Texas Tech University Health Sciences Center School of Health Professions! You have been accepted into the Department of Laboratory Sciences and Primary Care which is comprised of programs in Clinical Laboratory Science, Molecular Pathology, and Physician Assistant Studies.

Enclosed are the Department and Program policies and procedures. This handbook will be reviewed with you during orientation and an electronic copy will be available at the SHP website. Please be aware that as the institution, school, and programs continually review and update policies, updates will be posted on the SHP website. Should you ever have a question or concern regarding a policy, please do not hesitate to contact us for clarification.

On behalf of the faculty and staff, we each look forward to working with you as you attain your educational goals. Our role is to serve as a facilitator to your learning and to provide support and guidance as you embark on this education journey!

Tammy Carter, Ph.D., MT(ASCP), MB(ASCP)^{CM}
Program Director, Clinical Laboratory Science
Associate Professor

Koy Kubala, M.S., MB (ASCP)^{CM}, MLS (ASCP)^{CM}, SBB (ASCP)^{CM}
Assistant Program Director, Clinical Laboratory Science
Assistant Professor

Jessica Brashear, MS., MLS (ASCP)^{CM}
Assistant Program Director, Clinical Laboratory Science
Assistant Professor

Ericka Hendrix, Ph.D., MB(ASCP)^{CM}
Program Director, Molecular Pathology
Associate Professor

Christina Robohm-Leavitt, MS, PA-C
Regional Dean, Midland
Program Director, Physician Assistant Studies
Associate Professor

Second Degree & Certificate in Clinical Laboratory Science

CLS Online Program

(806) 743-3252
Fax: (806) 743-4470

SHP Academic Calendar:
<https://www.ttuhschool.edu/health-professions/academic-calendar/default.aspx>

TTUHSC SHP reserves the right to make calendar changes in the best interest of the faculty, students, and academic programs.

Faculty and Staff
Faculty: <https://www.ttuhschool.edu/health-professions/second-degree-postbac-clinical-laboratory-science/faculty.aspx>
Staff: <https://www.ttuhschool.edu/health-professions/second-degree-postbac-clinical-laboratory-science/staff.aspx>

Office Hours and Appointments
Faculty office hours by appointment only.

Class Hours
Tutoring and advisement sessions may be scheduled anytime from 8:00 a.m. until 5:00 p.m., Monday through Friday. Please refer to the professors syllabus schedule for availability.

Accreditation
Accrediting Agency: NAACLS
5600 N. River Road Suite 720
Rosemont, IL 60018
(733) 714-8880 Fax (773) 714-8886

SHP Office of Admissions and Student Affairs Admissions:
<https://www.ttuhschool.edu/health-professions/admissions/>

SHP Administration
Administration: <https://www.ttuhschool.edu/health-professions/administration/default.aspx>
Department Chairs: https://www.ttuhschool.edu/health-professions/administration/departments_chair.aspx

SHP Office of Admissions and Student Affairs
Admissions: <https://www.ttuhschool.edu/health-professions/admissions/>

SHP Administrative Staff
SHP Administrative Staff: https://www.ttuhschool.edu/health-professions/administration/administrative_staff.aspx

Overview of Clinical Laboratory Science Programs (HPCS)

Second Degree (SD) /Laboratory Certificate (LC)

The program accepts one class per year, beginning in the fall semester, culminating at the end of the following summer after a clinical preceptorship at an affiliate site. Students are required to complete a one-year curriculum.

The CLS curriculum consists of:

- (1) Didactic material is delivered online and laboratory sessions are conducted via one, six-day session per semester. These courses are taught by Clinical Laboratory Science faculty and are intended to prepare you for the clinical preceptorship.
- (2) Clinical Preceptorships in affiliated laboratories. The Clinical Education Coordinator, in cooperation with the clinical teaching staff, directs the education of the students at the affiliate site. Clinical faculty are certified medical technologists who will serve to instruct students in the application of theory and principles of patient testing procedures.

The clinical preceptorship begins in May. Students are assigned their clinical preceptorship site after completion of the first semester. This assignment is made in advance to make the necessary arrangements for moving if required. It is the student's responsibility to find housing, meet all financial obligations, arrange for transportation, and (if desired) seek employment.

There will be a course on The HUB called PAC (Preceptorship, Advising and Correspondence) where you will receive information regarding your preceptorship, advising, and other correspondence related to the program as well as being able to email with questions. You will not register for this course; it will appear in The HUB at the beginning of the semester and continue through your year in the online program. Students are expected to check the PAC daily.

Mission Statement
The mission of the Clinical Laboratory Science program is to improve the health of people by producing competent and compassionate laboratory scientists by providing a high quality and relevant education with an emphasis on scholarly activity, research, patient care and service, in order to meet the educational and clinical needs of the communities of West Texas, Texas, and the United States.

Vision Statements
The vision of the Program in Clinical Laboratory Science is to earn regional and national recognition for excellence in undergraduate education. We will progress toward achieving this vision by:

- providing students with a broad educational background by utilizing a variety of education resources and experiences,
- providing a strong curriculum based on current needs,
- maintaining the level and quality of instruction in the clinical laboratory science courses by including the latest in technological advances,
- developing in students the professional attitudes and ethics required of clinical laboratory professionals,
- educating students on the merits of continuing professional development,
- providing the region and the State of Texas with graduate clinical laboratory scientists who can function at career entry level and who can assume leadership roles as health professionals.

Departmental Organizational Structure

Chairperson
The Chairperson is directly responsible for departmental functions including: serving as a liaison between the departmental personnel and the university administration, conducting performance evaluations, determining merit salary, assigning staff (secretaries and clinic coordinators) duties; mediating all personnel and/or student grievances; assigning and determining space utilization; coordinating faculty meetings; administering all departmental budgets and accounts payable with recommendation from the Program Directors; determining course instructors; appointing committees; coordinating tenure and/or promotion applications; executing disciplinary actions per the University Operating Procedures Handbook; and reports to the School of Health Professions Dean.

Program Director
The Program Director is responsible for the day-to-day operations of the academic programs and clinical operations. Duties include serving as the first point of contact for grievances, course scheduling, and facilities management; participating with the chairperson in annual performance appraisals; monitoring curricular requirements in accordance with NAACLS maintaining outcome data for the academic and clinical programs; managing the department's Quality Improvement processes; reviewing students' academic records; and monitoring budgetary matters. Other duties may be assigned by the Chairperson.

Assistant Program Director
The Assistant PD assists the Program Director in duties associated with oversight of the program curriculum including assessment and evaluation of effectiveness. The APD also assists the Program Director in monitoring requirements in accordance with NAACLS. Additional duties include recruitment activities, student advisement, and the admissions process.

Clinical Education Coordinator
The Clinical Education Coordinator assists the Program Director with matters regarding the affiliates. Duties include developing clinical affiliation agreements (i.e., contracts), assigning students to clinical sites, and meeting regularly with affiliate education coordinators. Other duties may be assigned by the Program Directors or Chairperson.

Laboratory Manager
The Laboratory Manager is responsible for setting up student laboratory sessions, phlebotomy instruction, instrument maintenance and troubleshooting, and managing day to day operations of the laboratory. The Lab Manager also assists the students in technique and theory behind individual laboratory sessions. Other duties may be assigned by the Program Director.

Admissions Committee
The committee serves to review all undergraduate and graduate applications into the respective programs of study (i.e., pre-professional and graduate), coordinate graduate applicant interviews; recommend admission or denial to the Chairperson; maintain statistical information relative to student indices (e.g. grade point averages, etc.); execute all admission policies per faculty approval; and report to the Chairperson at each faculty meeting.

Advisory Committee
The Clinical Laboratory Science advisory committee meets as needed to review curriculum and discuss evaluation of each program's effectiveness. Evaluation of program effectiveness includes student course evaluations, employer's surveys, national certification scores, and faculty input regarding curriculum and the admissions criteria for each program. The committee provides a unique perspective in the field of laboratory medicine.

CLS Program Affective Objectives

The student shall:

1. Follow biosafety regulations by practicing proper disposal of biohazardous material, as evidenced by complying with established safety regulations.
2. Exhibit interest in the laboratory assignments and lecture discussions through participation.
3. Help maintain a neat, clean, and orderly work area in all laboratories without being asked.
4. Demonstrate proper care and use of laboratory equipment, as evidenced by lack of breakage.
5. Attend classroom and laboratory sessions regularly and punctually.
6. Demonstrate preparedness for the laboratory by following directions and completing the tasks assigned with little need for additional instructions.

7. Cooperate by communicating with and helping other students.
8. Exhibit assurance and confidence in performing laboratory tasks.
9. Demonstrate integrity by recognizing and repeating questionable tests.
10. Act responsibly.
11. Accept instruction and constructive criticism in a mature manner.
12. Show respect for other students, instructors, and patients.
13. Comply with the stated dress codes.
14. Demonstrate interprofessionalism through respect, collaboration, and appropriate communication with other healthcare professionals.

Accreditation

The CLS program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS) 5600 N. River Road Suite 720, Rosemont, IL 60018

The Texas Tech University Health Sciences Center is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, doctoral, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of the Texas Tech University Health Sciences Center. The commission should be contacted only if there is evidence that appears to support the institution's significant non-compliance with a requirement standard.

A member of the Texas Tech University System, TTUHSC has been accredited by the Southern Association of Colleges and Schools Commission on Colleges as a separate institution from Texas Tech University since 2004. TTUHSC received its reaffirmation of accreditation from SACSCOC in 2019. The next reaffirmation is scheduled for 2029.

For more information on ASCP, visit their Website at <https://www.ascp.org/content>

CLS Curriculum Information

Integrative Curriculum

The Clinical Laboratory Science program utilizes a curriculum that is focused upon integrative, comprehensive learning. This type of curriculum is developed in such a manner that learners are evaluated in a frequent and comprehensive manner encouraging application of skills across multiple disciplines and providing weekly or biweekly evaluation of comprehensive knowledge and skills.

Curriculum Components

The CLS Curriculum consists of weekly examinations, homework assignments, forum discussions, course-specific projects and requirements, as well as midterm and final exams.

Second Degree/Laboratory Certificate Course Sequence

The following courses are offered once each year in the semester listed and must be taken in sequence unless granted permission by the course director and Program Director.

<https://www.ttuhsu.edu/health-professions/bachelor-of-science-clinical-laboratory-science/>

Expectations, Policies, and Responsibilities of CLS students

Attendance Policy

For online courses: students are expected to complete all lectures, assignments, projects, and exams by the due date as stated in the course syllabus. Students are expected to notify the Program Coordinator (call 806-743-3252) **PRIOR** to missing a quiz or exam.

Each unexcused class and/or absence will result in a grade of no higher than 70% on the weekly exams for the missed class following the period of absence. For each question missed, points will be deducted from the starting grade of 70%.

Excused absences will be granted for illness or a crisis situation involving the student or the student's immediate family. Written documentation as evidence for the crisis incident is required. The Program Director will evaluate other situations that may constitute a valid excuse for absence on a case-by-case basis. Examples of UNEXCUSED absences include: oversleeping, time conflicts with work schedules, family reunions, vacations, and other types of social events.

Excessive tardiness or absences are considered when issues of professionalism and/or remediation arise. When excessive absences, at any point in the semester, jeopardize a student's standing in a class, the instructor informs the student and the Program Director of this fact. Excessive absences will be defined as a student missing 20% or more of class. For example, missing 2-weeks worth of material (class time, exams, assignments, preceptorship) of a 7-week course is excessive. This is cause for a student being dropped from class and a grade of Withdraw Failing (WF) assigned.

FOR ALL STUDENTS PLEASE NOTE:

If a student cannot take an exam at the scheduled time and place, the student must notify the Program Coordinator **PRIOR** to the scheduled exam start time in order to be eligible to be granted an excused absence and thereby be allowed to make up the exam. A grade of "zero" will be given if an examination is missed due to an unexcused absence. Make-up for a missed exam will be determined by the course instructor.

Dress Code

While on the TTUHSC campus or on preceptorship at an affiliate site, you are expected to abide by the CLS dress code policy. Members of the faculty and staff have the authority and responsibility to maintain responsible standards of student dress and grooming within their respective classrooms, laboratories, offices, and other areas of public presentations. The dress code reflects professional integrity and special needs of the individual classes. Professional dress is expected of students at all times. Example of **unacceptable** attire includes, but is not limited to, the following:

- halter tops
- spaghetti straps
- midriffs
- short shorts
- short skirts
- clothing items with excessive rips and tears
- exercise attire

Student's hair shall be clean and well-groomed. It is recommended that long hair be pulled back while in the lab. All hair colors shall be natural hair colors. Bright or neon colors and extreme hairstyles are prohibited.

Any tattoos or body piercing(s) on a student must not be visible to others. Female and male students may wear earrings or studs. This prohibition on visible body piercing includes, but is not limited to, facial studs, facial rings, clear spacers, tongue bars, ear gauges or plugs.

Note: Specific laboratory attire (scrubs or long pants) is required by the Course Instructor. Students are REQUIRED to wear the provided lab coat over street attire or scrubs. Form-fitting clothing, sandals, open-toed shoes, and heels (3 inches or higher) must NOT be worn because of potential foot injury from breakage of glassware or spills of corrosive materials. Failure to comply will result in immediate removal from the lab and will result in an unexcused absence.

The student should check with the faculty member regarding appropriate attire prior to the activity or special event. **Shorts, old jeans, T-shirts, and similar casual attire are not appropriate for trips off-campus or when a guest speaker has been invited to campus for a laboratory or classroom presentation.**

For clinical observations and preceptorship, information regarding specific dress codes of the clinical sites will be provided by the affiliate site, Affiliate Coordinator, or the Clinical Education Coordinator.

Since the HSC is a public institution in which there are large numbers of patients and visitors present in many areas of the building, standards of dress should reflect good judgment as to the appropriate clothing that is comfortable, professional and that, particularly in the laboratory area, meets safety standards.

At all times students must wear name badges. Failure to do so may result in a request to leave the grounds and will result in an unexcused absence.

Professional Behavior in the Classroom, Laboratory and Clinical Setting

According to the Nonacademic Misconduct Policy of the School of Health Professions, all students are expected to exhibit professional conduct in all academic and clinical settings. Students are expected to conduct themselves in a manner that insures all students have the opportunity to learn and participate. Course instructor, lab manager, staff, or safety officer may dismiss a student due to non-compliance. There will be no opportunity to make up missed course, lab, or clinical work in these instances.

Students shall behave in a way that is respectful to the instructor and to fellow students. Students shall conduct themselves in a way that facilitates learning for all students. Any behavior interfering with these opportunities is considered inappropriate.

Inappropriate behavior may result in a request for the student to leave the class, lab, or clinic setting. After the first incident of inappropriate behavior the instructor will discuss the behavior with the student. The behavior and behavioral counseling will be documented utilizing the student counseling form and will become a part of the student's file. A second occurrence of inappropriate behavior will invoke the procedure for resolution of an incident of nonacademic misconduct as outlined in the SHP policy beginning with referral of the incident to the Program Director. Unprofessional behavior may lead to dismissal from the program. In addition, eating or drinking is not allowed in the student laboratories.

Students will participate in laboratory sessions in a variety of circumstances. In most instances you will work individually, but you may also work as part of a pair or a team. In some instances, a team leader or supervisor will direct student work with faculty supervision. The purpose of team assignments is to prepare students for cooperative efforts in the clinical laboratory and to give supervisory experience. Students are encouraged to discuss any problems that may arise with the individual faculty member and/or Program Director. These discussions will be held in confidence with the intent of helping each student meet their potential.

Communication and Student Relationships

To maintain an environment that supports the department's educational goals, the relationship between faculty and students should be that of teacher and scholar. The Clinical Laboratory Science program discourages unprofessional relationships which may cause, or create the appearance of, favoritism or unfairness or are exploitive in nature. Such behavior includes, but is not limited to,: dating, cohabitation, and sexual contact, on or off campus.

It is prohibited for any School of Health Professions student to interact with any patient or client outside of the scope of clinical practice while the student is enrolled, recycling through, or on a leave of absence from any program. This includes any and all social networking sites including, but not limited to, Facebook, Twitter, Instagram, LinkedIn, Snapchat, TikTok, text messaging, and email.

Consensual relationships between a student and a supervisor, patient, or other persons at clinical experience sites constitutes (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety; and (5) questions the validity of consent, any of which impairs the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical experience relationship; (2) exploiting subordinate faculty, staff, employees, students, and the possible professional or academic disadvantage of third parties; and (3) subjecting both TTUHSC, the clinical sites, and the individuals to the risk of liability.

Therefore, the CLS program strictly prohibits any type of relationship as described above whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should relationships develop, faculty, staff, preceptors, and CLS students who become aware of the relationship have the obligation to disclose the existence of the relationship to the Program Director. Furthermore, a relationship between a CLS student and a high school student, or minor, at any clinical site with whom the CLS program has a clinical contract is strictly prohibited during the entire time that the CLS student is enrolled in the CLS program; violation of this prohibition may result in dismissal from the program. Adapted from TTUHSC OP 70.55 *Consensual Relationships - Faculty, Staff, and Residents*.

A faculty member is required to participate in teaching, scholarship/research, and clinical/professional service. When a faculty member is not in the classroom or student laboratory session, they are generally participating in scholarship/research, clinical service, or service to the school or university. Due to this type of schedule, it is rare that a faculty member will be in their office until 5:00 p.m. CST each day anticipating a student coming to their office for assistance, concerns, or questions. Therefore, ALL students are encouraged to contact the program or faculty members via email or phone to schedule an appointment to meet. This information is also included in your student handbook, course syllabi, and online at the TTUHSC web address.

Please note faculty members are not required to have access to TTUHSC email after work hours (week days) or on the weekend. If you send an email to a program or faculty member during this period of time, the response may be delayed until they return to work. Also, some faculty do not have access to email while performing clinic duties; this may delay responses as well.

Responsibilities of Clinical Laboratory Science Faculty

Faculty members in the Clinical Laboratory Science program have specific responsibilities assigned to them on a daily basis. The five major responsibilities include:

- Academic instruction,
- Clinical supervision and practice,
- Scholarly research;
- Departmental, school, institutional, and community service
- Advising students

Faculty members are assigned teaching responsibilities each semester by the Program Director. These assignments are based in part upon the faculty member’s expertise, professional interest, and research. On occasion, a faculty member may be instructed to teach a course that he or she has not taught in the past due to scheduling problems or a faculty shortage in one or more areas of our program. Nevertheless, every effort is made to ensure the quality of instruction.

Near the end of each semester, the faculty members are assessed by their students in every class and in every supervisory relationship. These assessments are reviewed by the respective Program Directors, Chairperson, and the Dean relative to teaching effectiveness, promotion, tenure, retention, and merit pay. The students’ assessments are important to the department and are taken seriously. All assessments are anonymous.

The importance of research cannot be underestimated. Each faculty member is expected to contribute to a scholarly profession through publications, presentations, workshops, consultations, and reviews.

Each faculty member is also assigned numerous service responsibilities. These include regular departmental faculty meetings and committee meetings within the department, school, and institution. On the average, faculty members attend at least two of these meetings per month and spend considerable time outside of the meetings working on assigned projects. Other service roles are demonstrated through participation in professional organizations on local, regional, or national levels.

Another important aspect of each faculty member’s position is advising. Each faculty member counsels students on topics such as career opportunities, research, comprehensive examinations, post graduate education, certification, or any other topic related to academia. Faculty members have asked that you email for an appointment if you would like to meet to make sure they are available. Faculty members are also sometimes very helpful in advising students in nonacademic areas. If you are experiencing problems adjusting to the demands of being a student you can obtain help by contacting the Office of Student Affairs at (806) 743-2300 or <https://www.ttuhsc.edu/student-affairs/default.aspx>

Academic Policies and Progression

Academic Standards
It is the policy of the TTUHSC School of Health Professions Clinical Laboratory Science program to use the SHP grading criteria. Please refer to **SHP grading criteria**.

Within the Clinical Laboratory Science program, it is each instructor’s responsibility and right to assign weight to assignments, exams, and laboratory exercises in the appropriate manner to determine the level of mastery of the subject indicates the specified number of percentage points out of 100. Your final grade will be calculated from your performance in lecture, laboratory (when appropriate), and other assignments. You must pass each component with a 70% or higher to pass any core course. Any component having a grade of less than 70% will result in a grade assignment of “D” for the course. Any component having a grade of less than 60% will result in a grade assignment of “F” for the course. Please refer to **Attendance Policy** regarding unexcused absences and tardiness.

Warning for Poor Academic Performance
A student who is failing in any didactic/clinical course will be notified in writing by the Program Director and/or advisor at the midterm of the academic period. A student who is failing any clinical experience will be notified in writing by the Clinical Education Coordinator and co-signed by the Program Director. Copies of all warning letters will be placed in the student’s file.

Remediation
a) Remediation plans will be developed for students placed on academic probation. Options for remediation will be determined by the faculty, approved by the Program Director or designee, and include, but are not limited to,:

- Individual tutoring with a program faculty member.
- Individual tutoring with a student who is performing well in the program.
- Repeating or extending clinical experiences.
- Participating in faculty-directed group study.
- Preparing a research paper or project.
- Completing assignments pertinent to areas needing remediation.
- Repeating examinations

All meetings with the student regarding remediation will be documented to reflect student’s understanding of and willingness to cooperate with the plan. Routine follow-up counseling with the student is scheduled to assess and document compliance, progress, and outcome of the remediation plan. Failure to successfully complete remediation as assigned will result in dismissal.

b) Online CLS students earning a grade of less than 70% in a single module of HPSCS 4450 (Clinical Laboratory Practice I) are allowed to remediate. The student may be required to return to Lubbock to demonstrate proficiency in the remediated module at their own expense. After successfully passing the remediation (70% or higher), the highest final remediation grade allowed on transcripts is a “C”. If there is a grade of less than 70% in two or more modules, the course must be repeated at the next offering. NOTE: Remediation for HPSCS 4451 (Clinical Laboratory Practice II) is NOT offered.

Probation
Causes for academic probation are:

1. Failure to maintain a cumulative GPA of 2.5 in any semester in the program,
2. A student accepts remediation due to failure of a component in a single course,
3. A grade of “D” or “F” in any one course. The course must be repeated at the next course offering. A core course may be repeated only once. A student will not be allowed to matriculate into the next course in the sequence, or to the senior curriculum, or clinical preceptorship, until all courses have a grade of “C” or above.
4. Failure to attain minimal skill levels in required clinical competencies as determined by the clinical instructor and clinical education coordinator

*CLS Second Degree/Laboratory Certificate Core Courses: HPSCS 4341, HPSCS 4343, HPSCS 4345, HPSCS 4450, HPSCS 4242, HPSCS 4144, HPSCS 4145, HPSCS 4146, HPSCS 4147, HPSCS 4153, HPSCS 4348, HPSCS 4451, HPSCS 4752, HPSCS 4149

Dismissal of Students
A student enrolled in the CLS program is subject to dismissal for any of the following reasons:

- a. Complaint of misconduct as stated in the TTUHSC code of conduct <https://hscweb.ttuhsc.edu/health-professions/current/handbooks.aspx>
- b. The student does not meet the competencies in clinical practicum in the specified manner and time.
- c. The student in any clinical practicum acts in any manner detrimental to the safety or well-being of a client, patient, other students, or faculty.
- d. The student does not maintain minimum academic performance requirements of the program.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. In addition, a student enrolled in the CLS program is subject to dismissal for any of the following reasons:

1. Poor academic performance:
 - a) Failure to raise cumulative GPA to 2.5 upon completion of the semester of probation,
 - b) A grade of “D” in a core course (see above) while on probation.
 - c) A grade of “D” or below in a repeated course.
 - d) A grade of “D” or below in two or more core courses in the same semester.
2. Violation of the academic and non-academic policies of the School of Health Professions.
3. Failure to successfully complete remediation as assigned.
4. Removal from a preceptorship (academic or non-academic reasons) may result in a dismissal.

Audit Policy
A student allowed to recycle is required to audit all courses for which they have received prior credit in the program. A student auditing a class is required to participate in class assignments, weekly exams, midterm exams, and comprehensive final examinations. Auditing students are required to have a cumulative average of 70% for their weekly exams and pass the comprehensive final exam with a 70% or higher. If a student auditing a class does not pass the comprehensive final examination with a 70% or higher, that student will correct the examination by including a reference that corrects each incorrect question. Failure to comply with the terms of the revised curriculum plan, which includes auditing courses, may result in loss of preceptorship assignment until the terms of the plan are deemed complete.

Technology Requirements

Electronic Devices

A personal laptop or desktop computer is required to take exams and submit assignments (i.e. weekly exams and homework assignments for each course to be submitted through the HUB (Sakai)).

All students are responsible for ensuring that his/her laptop is in good working order. A student may contact our Educational Technology department at (806) 743-3117 for assistance or email

shp.techsupport@ttuhsc.edu

Do not rely on wireless connection during an exam. Ethernet cables must be used during exams.

Recommendations for Laptop Computers:

Processor: Intel or AMD processor, 2.0 GHz or greater
Operating System: Windows 8 or later; Mac OSX10.10 or greater
Memory (RAM): 4 GB RAM or greater
Storage: 256 GB hard drive or greater
Network: Built-in LAN and 802.11 Dual Band Wi-Fi
Note: For testing purposes, if the laptop does not have a built-in network port, an ethernet-to-usb adapter or ethernet-to-thunderbolt adapter will need to be purchased and used during exams.

We are using a 3rd party proctoring service for online proctoring of examinations, below are the requirements for **internet**:

1. Upload: 1 Mbps
2. Download: 2 Mbps
3. An active broadband internet connection is assumed since the examination are both done online.
4. Tethering and HotSpots are not supported

Proctor service requirements for **cameras**:

1. Proctor service does not officially support computers with more than one (1) integrated camera. Microsoft Surfaces, 2-in-1 Laptop/Tablet, and Smart Phone devices fall in this category. (A Surface Pro with the most up to date Windows software will work).
2. Any web camera that ONLY has drivers for Windows Vista or below will not work.
3. Phones cannot be used with the proctor service.

- All students are responsible for ensuring that their laptop is in good working order. A student may contact our ET department at (806) 743-3117 for assistance.
- Do not rely on wireless connection during an exam. Ethernet cables must be used during exams.
- Student laptop carrying cases will not be allowed near the student's seat but will be placed at the back of the room prior to the start of the exam. Please make sure your laptop case is labeled with your name.
- TTUHSC is not responsible for the security of any electronic items.
- PC users with known computer problems must contact our ET department.
- **Cellular phone/electronic device** (not including laptops) **use of cellular phone is not permitted during class, lab (unless approved by instructor in the lab), or exams.** This includes use of such devices for speaking, texting, instant messaging, and/or internet use. This does not include use of computers for taking notes in class. As a student and a future professional, use of such devices is unprofessional behavior in class, lab, and clinical situations. Please be advised that you can be subject to disciplinary actions as defined by the instructor.
- All electronic devices including, but not limited to:, MP3 players, iPods, and watches must be **turned off** and placed in backpack/bag when students are in class, lab, or exams

Testing Policy and Procedures

ProctorFree

You will be using Proctor Free, a third-party proctoring service, for all of your exams. This service uses AI software and personnel who review each of your exams to flag indiscretions that occur during the exam to determine if you are cheating. Things you need to consider: Open Note/Open Book will **NOT** be allowed. You will be allowed to have scratch paper, a pencil and calculator for some of the exams

Basic Examination Rules:

Once you begin your testing session, you may not take a break, go to the bathroom, or leave your computer. **Your microphone will need to be on; be sure to test in a quiet area alone without interruptions (no music, TV, etc).**

- Cell phones must be turned off or out of the room. No smart watches or other electronic devices are permitted.
- You may not look at notes in between exams. The testing area must be clear of all items except the allowed scratch paper, a pencil, and scientific calculator (phones not permitted as calculators).
- You must complete and submit an exam before you open the next exam.
- You must submit your exam before the time limit for that exam. Each exam has a different time limit, exams time will start once you start your exam, pay attention to oyour time.
- Use the Table of Contents if you want to see a list of the questions and navigate quickly between questions.
- Save each question once you answer it before you go to the next question
- You can go back to any question at anytime before you submit the exam
- **Don't close ProctorFree until you have submitted all of your exams.**

Components of the ProctorFree monitoring system:

- ProctorFree will record your computer screen during the exam. If you have multiple computer monitors, ProctorFree will only allow 1 active monitor to be used. If you open a separate window, browser, or messaging system during the exam, this action will be flagged, and I will be able to see a recording of your actions to determine if you were cheating.
- ProctorFree will record your audio during the exam. If you are talking out loud during the exam, it will be captured and the reviewing personnel will notify us if it is deemed as suspicious activity.
- ProctorFree will use your webcam to video you while you are taking your exam. ID verification will be used to set up your profile. Actions that could be flagged as suspicious include:
 - Walking away from the computer during the exam.
 - Your face not being visible in the recording screen.
 - Frequently looking down, as if searching through your book or notes for answers.
 - Other browser windows or software open on computer.

Professors will provide ProctorFree with information regarding the use of calculators and blank scratch paper/white boards during exams.

Cheating would consist of:

- Using Google to look up your answers.
- Using digital or printed PowerPoints during the exams.
- Using digital, printed, or hand-written notes during that exam
- Using your phone, tablet, second laptop, or another digital device during the exam.
- Messaging someone to discuss questions during the exam.
- Verbally discussing questions with someone during the exam.
- Having someone else take the exam for you.
- Walking away from the computer at any time during the exams
- Leaving the exam in between exams or leaving SAKAI in between exams
- Any other behaviors that compromise the integrity of the testing environment

Instructions for Taking your exams and setting up your account with ProctorFree will be given the first week of class.

Preceptorship Information

Philosophy of Clinical Education

All academic preparation is directed towards the acquisition of the knowledge, technical skills, and attitudes necessary for the practice of the laboratory sciences. Clinical Education is an intrinsic part of the preparation process. This integration develops in two environments: (1) clinical classroom preparation to the maximum extent possible and (2) education which occurs in the clinical settings must be responsive to the student's individual level of academic preparation and readiness. Students are offered clinical rotations in their professional education, allowing them the opportunity to integrate their clinical skills with didactic work.

In selection of clinical sites, the quality of patient care, the enthusiasm of the staff for working with students, and the size of the department or laboratory are all factors carefully considered.

Clinical Affiliates

To view a list of all affiliated facilities, please visit the website below.

Affiliate availability is subject to changes each year. A current Clinical Preceptorship Form is provided during the preceptorship meeting scheduled for fall semester lab week.

Secondary Degree/Laboratory Certificate Preceptorship Assignment Policy and Procedure

It is the intent of the CLS Online program to provide each student with a meaningful clinical laboratory preceptorship experience. The activities of the clinical preceptorship will include, but are not limited to,:

- Bench work under supervision
- Participation in the quality control program
- Attendance at lectures or seminars at the institution
- Observation of other departments in the institution

Students must complete the full requirement hours of the preceptorship rotation. Hours missed due to absences, for any reason, are required to be made up at the discretion and convenience of the affiliate which could affect the students' ability to complete the program or graduation on time.

Students must be assigned to a preceptorship site months in advance to accommodate the affiliate requirements, needs of the student, and needs of the CLS program. The availability of preceptorship sites for the CLS program is not only a contractual agreement between the facility providing the preceptorship and the program but on the ability of the affiliate to accommodate a student in a given semester.

TTUHSC guarantees preceptorship placements at a current affiliate associated with TTUHSC. Students are assigned their preceptorship placement through a procedure as described below. **Due to contract policies, students are not allowed to contact current affiliates associated with the CLS program to**

solicit for placement at their hospital.

Procedure:

1. Each applicant interviewed will be informed of the preceptorship assignment procedure.
2. Each applicant accepted into the CLS program will be provided an example of the Clinical Preceptorship Assignment Form (CPAF, Appendix C) and Policy in the departmental handbook.
3. A current up-to-date CPAF is provided to the student during the winter lab week following the completion of the fall semester.
4. The completed CPAF is returned by the deadline determined by the Clinical Education Coordinator.
5. The clinical education coordinator will enter the CPAF rankings into a program utilizing the following to make assignments:
 - a. Available contracted clinical slots
 - b. Needs of the affiliate
 - c. Class ranking of student
 - d. Needs of the student
6. Each student will receive two copies of a contract during the spring semester informing them of their clinical preceptorship assignment. The student will have five working days to sign and return one of the provided copies of the contract to the Affiliate Coordinator. Students failing to return the contracts within five working days are at risk of forfeiting their clinical preceptorship spot.
7. Proof of health insurance must be presented to the Office of Admissions and Student Affairs (806-743-3220) by the deadline assigned.
8. Students who are recycling through the program or whose performance at a previous clinical experience was below expectations for the level of training will receive their preceptorship assignment based on availability first, class ranking second, and preference last.

Detailed information will be provided in the PAC and during the preceptorship meeting scheduled for fall semester lab week.

The student is responsible for ALL costs associated with clinical preceptorship experiences including on-boarding fees, transportation, housing, meals, uniforms (scrubs, if required), drug screens, additional criminal background checks required by the facility, and other incidental expenses associated with relocation and/or preceptorship requirements. This could include additional immunizations and titers to check immunity.

TTUHSC Office of Institutional Health (OIH) reviews all immunizations records submitted by students after admittance into our programs. Each student is responsible for complying with requests from OIH regarding facility-specific requirements that could include titers, TB testing, flu shots, boosters, etc.

NOTE: Based on their contracts, each facility has the right to terminate their affiliation with the CLS program up until the student enters their clinical preceptorship. On occasion, a facility will terminate a contract prior to the beginning of the clinical preceptorships. The CLS program will make every effort to find the student another preceptorship spot in that location; however, be aware the only available preceptorship spot may be located in another city or another preceptorship spot may not be available at that time. Any and all expenses in changing a preceptorship site are the responsibility of the student.

Students who are not placed in a preceptorship will go on a waiting list (in order of class rank) and will be placed if, and when, a preceptorship site becomes available.

Appeal of the Preceptorship Assignment

Upon receiving the contract, the student has five working days to appeal, in writing, the preceptorship assignment. The written appeal with the CPAF and attached documentation will be submitted to the Program Director who will forward the appeal to the Preceptorship Assignment Appeal Committee. The committee will meet within seven working days to review the appeal. Upon reviewing the appeal(s), the committee will provide a written report within three working days to the Program Director. The Program Director will inform the student of the final decision.

All Preceptorships are graded as pass or fail. The Preceptorship Manual indicates what constitutes passing or failing of the clinical experience.

Second Degree/Laboratory Certificate Preceptorship Assignment Policy and Procedure

Clinical Preceptorship Grade Policy

The student must meet or exceed to Minimum Passing Score on each End-of-Rotation test, a 70% or better on any practical exams given, a 60% or above on the professional evaluation, and demonstrate all tasks at the PAS level to successfully complete HPSC 4752, Clinical Preceptorship.

If any student fails to meet or exceed the MPS on an EOR test the student must notify the Clinical Education Coordinator immediately. All incorrect EOR test questions must be corrected (reference required for each incorrect question) and submitted to the Clinical Educational Coordinator within one week of being notified of the failing grade. The student is allowed one retake of one EOR. The student must meet or exceed the MPS on the retake to pass the rotation.

If any student fails to make a 70% or better on a practical exam, the Clinical Instructor should notify the Clinical Education Coordinator immediately. Documentation of Student Counseling and remediation plan will be noted on the Student Counseling Report.

If the student fails to meet or exceed the MPS the second attempt of an End-of-Rotation test, a remediation plan may be developed by the Clinical Education Coordinator, Education Coordinator/Clinical Instructor, Program Director, and university and clinical faculty. Remediation may include extension of the clinical rotation. This could prevent or delay a student's graduation from the program. Failure to meet or exceed the MPS on a third End-of-Rotation test or practical (in the same or a different rotation) may result in dismissal from the program.

"If a student fails to meet or exceed the MPS on one End-of-Rotation test in a rotation they will receive an email warning from the Clinical Education Coordinator. The failure to meet or exceed the MPS on a second End-of-Rotation test in the same or another rotation will result in counseling and a written warning from the Program Director and may include remediation. Failure to meet or exceed the MPS on a third End-of-Rotation test in the same or another rotation may result in dismissal from the program."

Attendance Policy

The department and program affiliates are required to document attendance. Students must clock in and out daily via Trajecsys. Daily attendance and promptness are absolute requirements of the program. Absence is excused only by permission of the Clinical Education Coordinator and Clinical Coordinator. All absences must be made up. For example, if a student is assigned 15 days in a department, they must complete those fifteen days. An "I" for incomplete will be given for the final grade until the entire 15 days is completed. Make-up days can occur during student holiday periods such as Memorial Day, Independence Day, and after the scheduled Preceptorship. A student may be required to register for a subsequent semester course (at student cost) to make up excused absences and complete requirements for the program. In the case of multiple absences or extended absence due to medical reasons, a physician's statement will be required. Document absences and the make-up schedule on the Student Absence Report Form.

Certification

After graduation, you will be eligible to take a national certification examination offered by the American Society of Clinical Pathologists (ASCP) Board of Certification: Medical Laboratory Scientist (MLS).

- Granting of the Bachelor of Clinical Laboratory Science degree is not contingent upon the student passing the certification exam.

Application for the exam is provided well in advance of the application deadline. The Affiliate Coordinator will provide reminders of the deadline. The ASCP exam fee can be found on the website.

<https://www.ascp.org/content/board-of-certification>

Additional Student Policies

Student Success

Students should be mentally and physically prepared to cope with a rigorous curriculum in laboratory sciences. Students should carefully organize their activities in order to succeed. ***The faculty fully expects that each student will devote no less than three hours per week for every academic credit hour they have enrolled for in the department.*** For example, a student taking twelve hours of course work will need to spend thirty-six hours per week studying! That's a full-time job for anyone and students would be well-advised to consider it as such. Those unable to master the program in a healthy manner are encouraged to contact the Program for Assistance for Students (PAS) at (806) 743-1327 or make an arrangement for counseling through the Office of Student Services (806) 743-2300. The department also works with students to develop remediation plans designed to supplement knowledge or skill areas.

The faculty and staff truly want you to succeed. There is no greater satisfaction to the faculty and staff than to hear about the excellent contributions made by our graduates. While we recognize the rigor and foster it, we know a well-earned degree is far more valuable than a token degree from a less challenging program.

Academic Advising

Each student will meet with their assigned academic advisor as stated in the advising syllabus provided on the first day of class. Additional meetings with a student's academic advisor will be scheduled on an as needed basis.

The student's responsibilities as an advisee in the advising process are:

- To give thoughtful consideration to personal career goals so that academic and professional goals can be coordinated and discussed with advisor (or other faculty member) as appropriate.
- Schedule appointments and/or contacts during each semester
- Come to appointments on time and prepared
- Accept responsibility for your decisions and actions
- Be open to developing and clarifying your personal values and goals

Student Counseling

In the event that the Clinical Education Coordinator and/or Clinical Instructor deems an event necessary of disciplinary action, a Student Counseling Report must be completed and signed by the student, Clinical Instructor, and Clinical Education Coordinator. The original is forwarded to the university and the Clinical Coordinator retains a copy. The following are examples of events that would require counseling: tardiness, unexcused absences, demonstration of poor professionalism, retake of an exam, and poor didactic/preceptorship application.

Course Loads and Additional Course Work Policy

Students will not be allowed to do outside course work during scheduled class lecture, lab, or preceptorship hours without the permission of the Program Director. A student must have permission of the Program Director each and every semester to be concurrently enrolled in another program or course in this institution or any other institution.

Student Employment Policy

Students often work outside of class time. In this capacity you are an employee of the institution who hired you and have no affiliation with the Clinical Laboratory Science program during work hours. We realize that such work may be essential in order to meet financial obligations. However, ***IN NO CASE SHOULD THE WORK TIME BE SCHEDULED SUCH THAT IT WILL INTERFERE WITH YOUR EDUCATION.*** This also includes the amount of time you work. There will be no latitude given by the program or any instructor for you to be excused from class assignments or exams because of outside work schedule.

Students are STRONGLY encouraged NOT to exceed more than 20 hours per week during the program.

Student Associations

Two professional organizations, the American Society of Clinical Laboratory Science (ASCLS) and the American Society of Clinical Pathology (ASCP), encourage student memberships. These organizations are dedicated to representing laboratory personnel and advancing their interests through advocacy, standards setting, education, professional, and personal development. CLS students are encouraged to join the ASCLS with a student membership. Visit <https://www.ascls.org/> to join and learn more about member benefits. The ASCP student membership is complimentary for students who are currently enrolled in an accredited laboratory science program and intend to meet the ASCP Board of Certification eligibility requirements for certification. Visit <https://www.ascp.org/content> to learn more about membership benefits.

Equipment Use

The laboratory manager and faculty members will determine and implement the proper procedures for the use of all equipment (including computers) and supplies in the laboratories, as well as the amount of supervision needed for the students. This applies to teaching and research.

Students will use only equipment and supplies entrusted to them, and those needed for class assignments, research purposes, or clinical practice.

Any equipment used will be returned to its designated location in clean, sanitary, and good working condition. It is the student's responsibility to learn the proper use of the equipment and take the initiative to report equipment malfunctions. Loss, abuse, theft, or suspected theft of equipment or supplies should be reported to the faculty immediately.

Use of departmental equipment by students is confined to TTUHSC with one exception; removal of departmental equipment may be allowed when its use is related to official class operations and activities. This removal may be conducted only after express permission is granted by the Program Director and in accordance with the TTUHSC Operating Policy (HSC OP 61.01). The student will be held financially responsible for the entire replacement cost of the item(s) in the event of damage, loss, or theft.

APPENDIX A
Clinical Laboratory Science
Student Handbook

Department/Student Agreement

The Student Handbook is an important document intended to provide information to help you become acquainted with the Clinical Laboratory Science program. It is not to be considered a contract. The contents of this handbook may be changed at any time at the discretion of the Program. The program maintains the right to make and change departmental policies as necessary. This publication is available on the School of Health Professions website. Students are responsible for periodically accessing any revisions to the publication online.

Please read the following statements and sign below.

- I am aware the Second Degree/Laboratory Certificate program Student Handbook is available on the School of Health Professions website. I understand the policies, rules, and benefits described in it are subject to change at the discretion of the program at any time.
- I am aware that during the course of my enrollment, confidential information may be made available to me such as student information and other related data. I understand this information is critical to the success of the Program and must not be disseminated or used outside of the program premises. Upon leaving the program, whether voluntary or involuntary, I hereby agree not to utilize or exploit this information with any other individual or agency.
- I understand, should the content of this Handbook be changed in any way, the Program may require an additional signature from me to indicate I am aware, and understand, any new policies.
- I agree my signature below indicates I understand the above statements and acknowledge my responsibility to read the Second Degree/Laboratory Certificate program Student Handbook and be familiar with its contents.

Academic and Clinical Behavior

Students are expected to conduct their behavior in accordance with the following regulations:

1. The use of unauthorized written or oral references during examinations (cheating) is prohibited.
2. The inadequate citation of references or assistance on papers or class presentations (plagiarism) is prohibited.
3. Habitual tardiness, unexcused absences, and/or lack of participation in assigned class activities is prohibited.
4. Students will behave in accordance with the Code of Ethics set forth by the School of Health Professions and respective program/professional organizations in a clinical setting or in a simulated or demonstration setting in the classroom or laboratory.
5. Students will comply with all rules and regulations of the clinical facilities to which they are assigned.

I certify I have received a copy of the Second Degree/Laboratory Certificate program Student Handbook for my personal use and reference.

I assume responsibility to read, review, and thoroughly understand the rules, regulations, code of ethics, and honor code as outlined in the Student Handbook. I agree to abide by all rules, regulations and codes while I am a student in the Clinical Laboratory Science program at Texas Tech University Health Sciences Center

Within one week after receipt of this manual, I agree I am responsible to write an inquiry to the Program Director for clarification of any information in this handbook, including inquiry about consequences for my failure to comply. If I do NOT write an inquiry within one week after receipt, I am declaring I fully understand my responsibilities and any consequences for my failure to meet those responsibilities.

Student Printed name

Student Signature

Date

Person Representing the Department

APPENDIX B

Students will be given an up-to-date CPAF later for official use; this is for informational purposes only and does not reflect affiliate sites available to the current class.

Clinical Preceptorship Assignment Form (CPAF)

Clinical Preceptorship begins in May and goes to mid-August. Assignments are made in advance to accommodate students who may need to make arrangements for moving. It is the student's responsibility to find housing, meet all financial obligations and arrange for transportation. The preceptorship assignment is based on the information below and the program's available contracted sites.

Indicate your order of preference for all sites listed below 1-19, with 1 being your first preference. Be aware that at each location there are limited sites available.

_____ Abilene, TX	_____ Hobbs, NM
_____ Amarillo, TX	_____ Kansas City, MO
_____ Aurora, CO	_____ Lubbock, TX
_____ Cedar Park, TX	_____ Mansfield, TX
_____ College Station, TX	_____ Midland, TX
_____ Conroe, TX	_____ Odessa, TX
_____ Dallas, TX	_____ Paris, TX
_____ El Paso, TX	_____ Reno, NV
_____ Fairbanks, AK	_____ Richardson, TX
_____ San Angelo, TX	

APPENDIX C

Clinical Laboratory Science

Student Agreement Honor Code

There is a mutual trust between you and the faculty. You promise integrity in work submitted and the faculty presume your honesty. All work submitted to the faculty is assumed and expected to be your own unless credit is given using proper footnoting and bibliographic techniques. Cheating, plagiarizing, falsifying results of study or laboratory results, or any action designed to deceive any member of the faculty are prohibited. This applies not only to examinations but also to all work handed in such as papers, laboratory reports, solutions to problems, practical exams, and computer materials, etc. Instructors have the right to include or exclude what will be covered by the Honor Code in their course. Violations of provisions of the Honor Code are cause for disciplinary action imposed as determined by the School of Health Professions Academic Misconduct Policy. It is also your duty to behave in a manner that will discourage other students from violation of the Honor Code.

The addendum is a pledge by the students who are taking an on-line course or will be using on-line testing. The pledge states:

1. I will not divulge my username or password to anyone.
2. I, and only I, will post answers to course assignments using my username and password
3. I, and only I, will take the on-line exams using my username and password.
4. I understand the online exams are closed book and I will not refer to my textbook, or any other references, while taking the exams unless indicated by the professor.
5. I will not print all or part of any exam.
6. I will not divulge the content of the online exams to any other student, whether enrolled in the course or not.
7. I understand work submitted to meet the requirements of one course cannot be submitted to meet the requirements of a second course without the permission of both instructors.
8. I understand violation of this code will constitute an honors violation and that I will be subject to the appropriate sanctions as described in the [Texas Tech University Health Sciences Center Institutional Student Handbook 2021-2022](#).

Printed name

Date

Student signature

APPENDIX D

Clinical Laboratory Science Programs

Technical Standards

The Clinical Laboratory Science Programs (CLS), to include traditional as well as second degree & post baccalaureate certificate, at Texas Tech University Health Sciences Center is a vigorous and intense program that place specific professional, intellectual, physical, and social requirements and demands on the students enrolled in the programs. An objective of these programs is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals with physical and psychosocial impairments. The technical standards set by the CLS program establish the essential qualities considered necessary for students admitted to these programs to achieve the knowledge, skills, and competencies for entry-level practice. Ability to meet these technical standards is required for admission to the CLS programs and must be maintained throughout the terms a student is enrolled in the program. These standards are subject to amendment based on changes in health care /scope of practice

Accepted applicants for the CLS education programs will be required to verify that they understand and meet these technical standards, with or without reasonable accommodations.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully in our program. Any student with a disability who is accepted to the CLS programs must contact the TTUHSC Office of Student Disability Services as soon as possible. The coordinator will evaluate the student, confirm that the stated condition qualifies as a disability under applicable laws, and determine what accommodations are reasonable.

There are three separate and distinct components in the curriculum for the CLS programs. There is an academic didactic (classroom) component, a laboratory component, and a clinical/fieldwork/preceptorship/ component. Accommodations in place for the didactic component may not be available for the laboratory component, and clinical/fieldwork/preceptorship/ components in the curriculum.

1. **Mobility:**
- The student **must** have adequate gross mobility in order to maneuver in a timely and safe fashion throughout the department.
 - The student **must** be able to lift his or her arms above shoulder height in order to place or remove items of ten pound or less from shelves.
 - The student **must** be able to bend over at the waist or squat (waist and knees) in order to place and remove items of ten pounds or less from drawers and cabinets.
2. **Manual Dexterity:** The student **must** have adequate fine motor skills to be able to manipulate small objects in a safe and precise manner. Examples include (but are **not** limited to) being able to operate a computer keyboard; dial a telephone; handle a pipette, use pipette tips, and reagent vials; manipulate tools and instruments used in the clinical laboratory; collect specimens, and use a pen or pencil in order to communicate effectively in writing for coursework and clinical/fieldwork/preceptorship to ensure patient/client safety.
3. **Auditory Acuity:** The student **must** be able to hear well enough to respond to significant sounds in a clinical lab. Examples include (but are **not** limited to) being able to hear signals generated from instrumentation that may indicate normal operating status, critical sample value, or equipment malfunction, and being able to hear and follow verbal instruction from a coworker or supervisor in order to ensure patient safety.(National Patient Safety Goals NPSG)
4. **Verbal Communication Skills:** The student must be able to orally communicate professionally to persons on the telephone or other health care workers listening specifically to the student in person to ensure patient safety.(National Patient Safety Goals NPSG)
5. **Visual Acuity to read, write, discern colors, and use a microscope:** The student **must** have adequate eyesight such that they can recognize and distinguish gradients of color (such as on a urine reagent strip and special stains), read numbers and words either on a video display screen, computer printout, or legible handwriting, and interpret lines and points on graphs and charts to ensure patient safety.
6. **Intellectual, Conceptual, Integrative, and Quality Skills:** The student **must** possess the ability to develop and exhibit organizational problem-solving skills. Specifically, the student must have the ability to measure, calculate, analyze, interpret, synthesize, and evaluate data in a short period of time; have the ability to learn to perform duties and assignments in a timely manner while under stress in a variety of settings; exhibit the maturity to accept feedback and demonstrate professional conduct in the classroom, laboratory, and at the preceptorship site.
7. **Social Behavior Skills:** Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, clients, and patients'/clients' families during clinical/fieldwork/preceptorship and academic interactions. Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical/fieldwork/preceptorship situations. Conduct oneself in an ethical and legal manner, demonstrating honesty, integrity, and professionalism in all interactions and situations.

Printed name

Student signature

Date

CLS - Online Important Contacts and Campus Information

(806) 743-3252
Fax: (806) 743-4470

SHP Academic Calendar:
<https://www.ttuhs.edu/health-professions/academic-calendar/default.aspx>

TTUHSC SHP reserves the right to make calendar changes in the best interest of the faculty, students, and academic programs.

Faculty and Staff
Faculty: <https://www.ttuhs.edu/health-professions/second-degree-postbac-clinical-laboratory-science/faculty.aspx>
Staff: <https://www.ttuhs.edu/health-professions/second-degree-postbac-clinical-laboratory-science/staff.aspx>

Office Hours and Appointments
Faculty office hours by appointment only.

Class Hours
Tutoring and advisement sessions may be scheduled anytime from 8:00 a.m. until 5:00 p.m., Monday through Friday. Please refer to the professors syllabus schedule for availability.

Accreditation
Accrediting Agency: NAACLS
5600 N. River Road Suite 720
Rosemont, IL 60018
(733) 714-8880 Fax (773) 714-8886

SHP Office of Admissions and Student Affairs Admissions:
<https://www.ttuhs.edu/health-professions/admissions/>

SHP Administration
Administration: <https://www.ttuhs.edu/health-professions/administration/default.aspx>
Department Chairs: https://www.ttuhs.edu/health-professions/administration/department_chair.aspx

SHP Administrative Staff
SHP Administrative Staff: https://www.ttuhs.edu/health-professions/administration/administrative_staff.aspx

CLS - Online Overview of Program

Overview Of Clinical Laboratory Science Programs (HPCS)

Second Degree (SD) /Laboratory Certificate (LC)

The program accepts one class per year, beginning in the fall semester, culminating at the end of the following summer after a clinical preceptorship at an affiliate site. Students are required to complete a one-year curriculum.

The CLS curriculum consists of:

- (1) Didactic material is delivered online and laboratory sessions are conducted via one, six-day session per semester. These courses are taught by Clinical Laboratory Science faculty and are intended to prepare you for the clinical preceptorship.
- (2) Clinical Preceptorships in affiliated laboratories. The Clinical Education Coordinator, in cooperation with the clinical teaching staff, directs the education of the students at the affiliate site. Clinical faculty are certified medical technologists who will serve to instruct students in the application of theory and principles of patient testing procedures.

The clinical preceptorship begins in May. Students are assigned their clinical preceptorship site after completion of the first semester. This assignment is made in advance to make the necessary arrangements for moving if required. It is the student's responsibility to find housing, meet all financial obligations, arrange for transportation, and (if desired) seek employment.

There will be a course on The HUB called PAC (Preceptorship, Advising and Correspondence) where you will receive information regarding your preceptorship, advising, and other correspondence related to the program as well as being able to email with questions. You will not register for this course; it will appear in The HUB at the beginning of the semester and continue through your year in the online program. Students are expected to check the PAC daily.

Mission Statement

The mission of the Clinical Laboratory Science program is to improve the health of people by producing competent and compassionate laboratory scientists by providing a high quality and relevant education with an emphasis on scholarly activity, research, patient care and service, in order to meet the educational and clinical needs of the communities of West Texas, Texas, and the United States.

Vision Statements

The vision of the Program in Clinical Laboratory Science is to earn regional and national recognition for excellence in undergraduate education. We will progress toward achieving this vision by:

- providing students with a broad educational background by utilizing a variety of education resources and experiences,
- providing a strong curriculum based on current needs,
- maintaining the level and quality of instruction in the clinical laboratory science courses by including the latest in technological advances,
- developing in students the professional attitudes and ethics required of clinical laboratory professionals,
- educating students on the merits of continuing professional development,
- providing the region and the State of Texas with graduate clinical laboratory scientists who can function at career entry level and who can assume leadership roles as health professionals.

Departmental Organizational Structure

Chairperson

The Chairperson is directly responsible for departmental functions including: serving as a liaison between the departmental personnel and the university administration, conducting performance evaluations, determining merit salary, assigning staff (secretaries and clinic coordinators) duties; mediating all personnel and/or student grievances; assigning and determining space utilization; coordinating faculty meetings; administering all departmental budgets and accounts payable with recommendation from the Program Directors; determining course instructors; appointing committees; coordinating tenure and/or promotion applications; executing disciplinary actions per the University Operating Procedures Handbook; and reports to the School of Health Professions Dean.

Program Director

The Program Director is responsible for the day-to-day operations of the academic programs and clinical operations. Duties include serving as the first point of contact for grievances, course scheduling, and facilities management; participating with the chairperson in annual performance appraisals; monitoring curricular requirements in accordance with NAACLS maintaining outcome data for the academic and clinical programs; managing the department's Quality Improvement processes; reviewing students' academic records; and monitoring budgetary matters. Other duties may be assigned by the Chairperson.

Assistant Program Director

The Assistant PD assists the Program Director in duties associated with oversight of the program curriculum including assessment and evaluation of effectiveness. The APD also assists the Program Director in monitoring requirements in accordance with NAACLS. Additional duties include recruitment activities, student advisement, and the admissions process.

Clinical Education Coordinator

The Clinical Education Coordinator assists the Program Director with matters regarding the affiliates. Duties include developing clinical affiliation agreements (i.e., contracts), assigning students to clinical sites, and meeting regularly with affiliate education coordinators. Other duties may be assigned by the Program Directors or Chairperson.

Laboratory Manager

The Laboratory Manager is responsible for setting up student laboratory sessions, phlebotomy instruction, instrument maintenance and troubleshooting, and managing day to day operations of the laboratory. The Lab Manager also assists the students in technique and theory behind individual laboratory sessions. Other duties may be assigned by the Program Director.

Admissions Committee

The committee serves to review all undergraduate and graduate applications into the respective programs of study (i.e., pre-professional and graduate), coordinate graduate applicant interviews; recommend admission or denial to the Chairperson; maintain statistical information relative to student indices (e.g. grade point averages, etc.); execute all admission policies per faculty approval; and report to the Chairperson at each faculty meeting.

Advisory Committee

The Clinical Laboratory Science advisory committee meets as needed to review curriculum and discuss evaluation of each program's effectiveness. Evaluation of program effectiveness includes student course evaluations, employer's surveys, national certification scores, and faculty input regarding curriculum and the admissions criteria for each program. The committee provides a unique perspective in the field of laboratory medicine.

CLS Program Affective Objectives

The student shall:

1. Follow biosafety regulations by practicing proper disposal of biohazardous material, as evidenced by complying with established safety regulations.
2. Exhibit interest in the laboratory assignments and lecture discussions through participation.
3. Help maintain a neat, clean, and orderly work area in all laboratories without being asked.
4. Demonstrate proper care and use of laboratory equipment, as evidenced by lack of breakage.
5. Attend classroom and laboratory sessions regularly and punctually.
6. Demonstrate preparedness for the laboratory by following directions and completing the tasks assigned with little need for additional instructions.
7. Cooperate by communicating with and helping other students.
8. Exhibit assurance and confidence in performing laboratory tasks.
9. Demonstrate integrity by recognizing and repeating questionable tests.
10. Act responsibly.
11. Accept instruction and constructive criticism in a mature manner.
12. Show respect for other students, instructors, and patients.
13. Comply with the stated dress codes.
14. Demonstrate interprofessionalism through respect, collaboration, and appropriate communication with other healthcare professionals.

CLS Career Entry Competency Goals of the Program

At entry level, the medical laboratory scientist will possess the entry-level competencies necessary to perform the full range of clinical laboratory tests in areas such as Clinical Chemistry, Hematology/Hemostasis, Immunology, Immunohematology/Transfusion Medicine, Microbiology, Urine and Body Fluid Analysis, and Laboratory Operations, and other emerging diagnostics, and will play a role in the development and evaluation of test systems and interpretive algorithms.

The medical laboratory scientist will have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed, or performed.

At entry level, the medical laboratory scientist will have the following basic knowledge and skills in:

- A. Application of safety and governmental regulations and standards as applied to clinical laboratory science;
- B. Principles and practices of professional conduct including the significance of continuing professional development;
- C. Communications sufficient to serve the needs of patients, the public, and members of the health care team.
- D. Principles and practices of administration and supervision as applied to clinical laboratory science;
- E. Educational methodologies and terminology sufficient to train/educate users and providers of laboratory services;
- F. Principles and practices of clinical study design, implementation, and dissemination of results.

*Adapted from the Standards for Accredited and Approved Programs for the Medical Laboratory Scientist, 11/2014 NAACLS.

Accreditation

The CLS program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS) 5600 N. River Road Suite 720, Rosemont, IL 60018

The Texas Tech University Health Sciences Center is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, doctoral, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of the Texas Tech University Health Sciences Center. The commission should be contacted only if there is evidence that appears to support the institution's significant non-compliance with a requirement standard.

A member of the Texas Tech University System, TTUHSC has been accredited by the Southern Association of Colleges and Schools Commission on Colleges as a separate institution from Texas Tech University since 2004. TTUHSC received its reaffirmation of accreditation from SACSCOC in 2019. The next reaffirmation is scheduled for 2029.

For more information on ASCP, visit their Website at <https://www.ascp.org/content>

CLS - Online Curriculum

CLS Curriculum Information

Integrative Curriculum

The Clinical Laboratory Science program utilizes a curriculum that is focused upon integrative, comprehensive learning. This type of curriculum is developed in such a manner that learners are evaluated in a frequent and comprehensive manner encouraging application of skills across multiple disciplines and providing weekly or biweekly evaluation of comprehensive knowledge and skills.

Curriculum Components

The CLS Curriculum consists of weekly examinations, homework assignments, forum discussions, course-specific projects and requirements, as well as midterm and final exams.

Second Degree/Laboratory Certificate Course Sequence

The following courses are offered once each year in the semester listed and must be taken in sequence unless granted permission by the course director and Program Director.

<https://www.ttuhsct.edu/health-professions/bachelor-of-science-clinical-laboratory-science/>

CLS - Online Professional Conduct

Expectations, policies, and responsibilities of CLS students

Attendance Policy

For online courses: students are expected to complete all lectures, assignments, projects, and exams by the due date as stated in the course syllabus. Students are expected to notify the Program Coordinator (call 806-743-3252) **PRIOR** to missing a quiz or exam.

Each unexcused class and/or absence will result in a grade of no higher than 70% on the weekly exams for the missed class following the period of absence. For each question missed, points will be deducted from the starting grade of 70%.

Excused absences will be granted for illness or a crisis situation involving the student or the student's immediate family. Written documentation as evidence for the crisis incident is required. The Program Director will evaluate other situations that may constitute a valid excuse for absence on a case-by-case basis. Examples of UNEXCUSED absences include: oversleeping, time conflicts with work schedules, family reunions, vacations, and other types of social events.

Excessive tardiness or absences are considered when issues of professionalism and/or remediation arise. When excessive absences, at any point in the semester, jeopardize a student's standing in a class, the instructor informs the student and the Program Director of this fact. Excessive absences will be defined as a student missing 20% or more of class. For example, missing 2-weeks worth of material (class time, exams, assignments, preceptorship) of a 7-week course is excessive. This is cause for a student being dropped from class and a grade of Withdraw Failing (WF) assigned.

FOR ALL STUDENTS PLEASE NOTE:

If a student cannot take an exam at the scheduled time and place, the student must notify the Program Coordinator **PRIOR** to the scheduled exam start time in order to be eligible to be granted an excused absence and thereby be allowed to make up the exam. A grade of "zero" will be given if an examination is missed due to an unexcused absence. Make-up for a missed exam will be determined by the course instructor.

Dress Code

While on the TTUHSC campus or on preceptorship at an affiliate site, you are expected to abide by the CLS dress code policy. Members of the faculty and staff have the authority and responsibility to maintain responsible standards of student dress and grooming within their respective classrooms, laboratories, offices, and other areas of public presentations. The dress code reflects professional integrity and special needs of the individual classes. Professional dress is expected of students at all times. Example of **unacceptable** attire includes, but is not limited to, the following:

- halter tops
- spaghetti straps
- midriffs
- short shorts
- short skirts
- clothing items with excessive rips and tears
- exercise attire

Student's hair shall be clean and well-groomed. It is recommended that long hair be pulled back while in the lab. All hair colors shall be natural hair colors. Bright or neon colors and extreme hairstyles are prohibited.

Any tattoos or body piercing(s) on a student must not be visible to others. Female and male students may wear earrings or studs. This prohibition on visible body piercing includes, but is not limited to, facial studs, facial rings, clear spacers, tongue bars, ear gauges or plugs.

Note: Specific laboratory attire (scrubs or long pants) is required by the Course Instructor. Students are REQUIRED to wear the provided lab coat over street attire or scrubs. Form-fitting clothing, sandals, open-toed shoes, and heels (3 inches or higher) must NOT be worn because of potential foot injury from breakage of glassware or spills of corrosive materials. Failure to comply will result in immediate removal from the lab and will result in an unexcused absence.

The student should check with the faculty member regarding appropriate attire prior to the activity or special event. *Shorts, old jeans, T-shirts, and similar casual attire are not appropriate for trips off-campus or when a guest speaker has been invited to campus for a laboratory or classroom presentation.*

For clinical observations and preceptorship, information regarding specific dress codes of the clinical sites will be provided by the affiliate site, Affiliate Coordinator, or the Clinical Education Coordinator.

Since the HSC is a public institution in which there are large numbers of patients and visitors present in many areas of the building, standards of dress should reflect good judgment as to the appropriate clothing that is comfortable, professional and that, particularly in the laboratory area, meets safety standards.

At all times students must wear name badges. Failure to do so may result in a request to leave the grounds and will result in an unexcused absence.

Professional Behavior in the Classroom, Laboratory and Clinical Setting

According to the Nonacademic Misconduct Policy of the School of Health Professions, all students are expected to exhibit professional conduct in all academic and clinical settings. Students are expected to conduct themselves in a manner that insures all students have the opportunity to learn and participate. Course instructor, lab manager, staff, or safety officer may dismiss a student due to non-compliance. There will be no opportunity to make up missed course, lab, or clinical work in these instances.

Students shall behave in a way that is respectful to the instructor and to fellow students. Students shall conduct themselves in a way that facilitates learning for all students. Any behavior interfering with these opportunities is considered inappropriate.

Inappropriate behavior may result in a request for the student to leave the class, lab, or clinic setting. After the first incident of inappropriate behavior the instructor will discuss the behavior with the student. The behavior and behavioral counseling will be documented utilizing the student counseling form and will become a part of the student's file. A second occurrence of inappropriate behavior will invoke the procedure for resolution of an incident of nonacademic misconduct as outlined in the SHP policy beginning with referral of the incident to the Program Director. Unprofessional behavior may lead to dismissal from the program. In addition, eating or drinking is not allowed in the student laboratories.

Students will participate in laboratory sessions in a variety of circumstances. In most instances you will work individually, but you may also work as part of a pair or a team. In some instances, a team leader or supervisor will direct student work with faculty supervision. The purpose of team assignments is to prepare students for cooperative efforts in the clinical laboratory and to give supervisory experience. Students are encouraged to discuss any problems that may arise with the individual faculty member and/or Program Director. These discussions will be held in confidence with the intent of helping each student meet their potential.

Communication and Student Relationships

To maintain an environment that supports the department's educational goals, the relationship between faculty and students should be that of teacher and scholar. The Clinical Laboratory Science program discourages unprofessional relationships which may cause, or create the appearance of, favoritism or unfairness or are exploitive in nature. Such behavior includes, but is not limited to: dating, cohabitation, and sexual contact, on or off campus.

It is prohibited for any School of Health Professions student to interact with any patient or client outside of the scope of clinical practice while the student is enrolled, recycling through, or on a leave of absence from any program. This includes any and all social networking sites including, but not limited to, Facebook, Twitter, Instagram, LinkedIn, Snapchat, TikTok, text messaging, and email.

Consensual relationships between a student and a supervisor, patient, or other persons at clinical experience sites constitutes (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety; and (5) questions the validity of consent, any of which impairs the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical experience relationship; (2) exploiting subordinate faculty, staff, employees, students, and the possible professional or academic disadvantage of third parties; and (3) subjecting both TTUHSC, the clinical sites, and the individuals to the risk of liability.

Therefore, the CLS program strictly prohibits any type of relationship as described above whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should relationships develop, faculty, staff, preceptors, and CLS students who become aware of the relationship have the obligation to disclose the existence of the relationship to the Program Director. Furthermore, a relationship between a CLS student and a high school student, or minor, at any clinical site with whom the CLS program has a clinical contract is strictly prohibited during the entire time that the CLS student is enrolled in the CLS program; violation of this prohibition may result in dismissal from the program. Adapted from TTUHSC OP 70.55 *Consensual Relationships - Faculty, Staff, and Residents*.

A faculty member is required to participate in teaching, scholarship/research, and clinical/professional service. When a faculty member is not in the classroom or student laboratory session, they are generally participating in scholarship/research, clinical service, or service to the school or university. Due to this type of schedule, it is rare that a faculty member will be in their office until 5:00 p.m. CST each day anticipating a student coming to their office for assistance, concerns, or questions. Therefore, ALL students are encouraged to contact the program or faculty members via email or phone to schedule an appointment to meet. This information is also included in your student handbook, course syllabi, and online at the TTUHSC web address.

Please note faculty members are not required to have access to TTUHSC email after work hours (week days) or on the weekend. If you send an email to a program or faculty member during this period of time, the response may be delayed until they return to work. Also, some faculty do not have access to email while performing clinic duties; this may delay responses as well.

Responsibilities of Clinical Laboratory Science Faculty

Faculty

Faculty members in the Clinical Laboratory Science program have specific responsibilities assigned to them on a daily basis. The five major responsibilities include:

- Academic instruction,
- Clinical supervision and practice,
- Scholarly research;
- Departmental, school, institutional, and community service
- Advising students

Faculty members are assigned teaching responsibilities each semester by the Program Director. These assignments are based in part upon the faculty member's expertise, professional interest, and research. On occasion, a faculty member may be instructed to teach a course that he or she has not taught in the past due to scheduling problems or a faculty shortage in one or more areas of our program. Nevertheless, every effort is made to ensure the quality of instruction.

Near the end of each semester, the faculty members are assessed by their students in every class and in every supervisory relationship. These assessments are reviewed by the respective Program Directors, Chairperson, and the Dean relative to teaching effectiveness, promotion, tenure, retention, and merit pay. The students' assessments are important to the department and are taken seriously. All assessments are anonymous.

The importance of research cannot be underestimated. Each faculty member is expected to contribute to a scholarly profession through publications, presentations, workshops, consultations, and reviews.

Each faculty member is also assigned numerous service responsibilities. These include regular departmental faculty meetings and committee meetings within the department, school, and institution. On the average, faculty members attend at least two of these meetings per month and spend considerable time outside of the meetings working on assigned projects. Other service roles are demonstrated through participation in professional organizations on local, regional, or national levels.

Another important aspect of each faculty member's position is advising. Each faculty member counsels students on topics such as career opportunities, research, comprehensive examinations, post graduate education, certification, or any other topic related to academia. Faculty members have asked that you email for an appointment if you would like to meet to make sure they are available. Faculty members are also sometimes very helpful in advising students in nonacademic areas. If you are experiencing problems adjusting to the demands of being a student you can obtain help by contacting the Office of Student Affairs at (806) 743-2300 or <https://www.ttuhschool.edu/student-affairs/default.aspx>

CLS - Online Academic Policies and Progression

Academic Standards

It is the policy of the TTUHSC School of Health Professions Clinical Laboratory Science program to use the SHP grading criteria. Please refer to **SHP grading criteria**.

Within the Clinical Laboratory Science program, it is each instructor's responsibility and right to assign weight to assignments, exams, and laboratory exercises in the appropriate manner to determine the level of mastery of the subject indicates the specified number of percentage points out of 100. Your final grade will be calculated from your performance in lecture, laboratory (when appropriate), and other assignments. You must pass each component with a 70% or higher to pass any core course. Any component having a grade of less than 70% will result in a grade assignment of "D" for the course. Any component having a grade of less than 60% will result in a grade assignment of "F" for the course. Please refer to **Attendance Policy** regarding unexcused absences and tardiness.

Warning for Poor Academic Performance

A student who is failing in any didactic/clinical course will be notified in writing by the Program Director and/or advisor at the midterm of the academic period. A student who is failing any clinical experience will be notified in writing by the Clinical Education Coordinator and co-signed by the Program Director. Copies of all warning letters will be placed in the student's file.

Remediation

a) Remediation plans will be developed for students placed on academic probation. Options for remediation will be determined by the faculty, approved by the Program Director or designee, and include, but are not limited to,:

- Individual tutoring with a program faculty member.
- Individual tutoring with a student who is performing well in the program.
- Repeating or extending clinical experiences.
- Participating in faculty-directed group study.
- Preparing a research paper or project.
- Completing assignments pertinent to areas needing remediation.
- Repeating examinations

All meetings with the student regarding remediation will be documented to reflect student's understanding of and willingness to cooperate with the plan. Routine follow-up counseling with the student is scheduled to assess and document compliance, progress, and outcome of the remediation plan. Failure to successfully complete remediation as assigned will result in dismissal.

b) Online CLS students earning a grade of less than 70% in a single module of HPCS 4450 (Clinical Laboratory Practice I) are allowed to remediate. The student may be required to return to Lubbock to demonstrate proficiency in the remediated module at their own expense. After successfully passing the remediation (70% or higher), the highest final remediation grade allowed on transcripts is a "C". If there is a grade of less than 70% in two or more modules, the course must be repeated at the next offering. NOTE: Remediation for HPCS 4451 (Clinical Laboratory Practice II) is NOT offered.

Probation

Causes for academic probation are:

1. Failure to maintain a cumulative GPA of 2.5 in any semester in the program,
2. A student accepts remediation due to failure of a component in a single course,
3. A grade of "D" or "F" in any one course. The course must be repeated at the next course offering. A core course may be repeated only once. A student will not be allowed to matriculate into the next course in the sequence, or to the senior curriculum, or clinical preceptorship, until all courses have a grade of "C" or above.
4. Failure to attain minimal skill levels in required clinical competencies as determined by the clinical instructor and clinical education coordinator

*CLS Second Degree/Laboratory Certificate Core Courses: HPCS 4341, HPCS 4343, HPCS 4345, HPCS 4450, HPCS 4242, HPCS 4144, HPCS 4145, HPCS 4146, HPCS 4147, HPCS 4153, HPCS 4348, HPCS 4451, HPCS 4752, HPCS 4149

Dismissal of Students

A student enrolled in the CLS program is subject to dismissal for any of the following reasons:

- a. Complaint of misconduct as stated in the TTUHSC code of conduct <https://hscweb.ttuhsu.edu/health-professions/current/handbooks.aspx>
- b. The student does not meet the competencies in clinical practicum in the specified manner and time.
- c. The student in any clinical practicum acts in any manner detrimental to the safety or well-being of a client, patient, other students, or faculty.
- d. The student does not maintain minimum academic performance requirements of the program.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. In addition, a student enrolled in the CLS program is subject to dismissal for any of the following reasons:

1. Poor academic performance:
 - a) Failure to raise cumulative GPA to 2.5 upon completion of the semester of probation,
 - b) A grade of "D" in a core course (see above) while on probation.
 - c) A grade of "D" or below in a repeated course.
 - d) A grade of "D" or below in two or more core courses in the same semester.
2. Violation of the academic and non-academic policies of the School of Health Professions.
3. Failure to successfully complete remediation as assigned.
4. Removal from a preceptorship (academic or non-academic reasons) may result in a dismissal.

Audit Policy

A student allowed to recycle is required to audit all courses for which they have received prior credit in the program. A student auditing a class is required to participate in class assignments, weekly exams, midterm exams, and comprehensive final examinations. Auditing students are required to have a cumulative average of 70% for their weekly exams and pass the comprehensive final exam with a 70% or higher. If a student auditing a class does not pass the comprehensive final examination with a 70% or higher, that student will correct the examination by including a reference that corrects each incorrect question. Failure to comply with the terms of the revised curriculum plan, which includes auditing courses, may result in loss of preceptorship assignment until the terms of the plan are deemed complete.

CLS - Online Technology Requirements

Technology Requirements

Electronic Devices

A personal laptop or desktop computer is required to take exams and submit assignments (i.e. weekly exams and homework assignments for each course to be submitted through the HUB (Sakai)).

All students are responsible for ensuring that his/her laptop is in good working order. A student may contact our Educational Technology department at (806) 743-3117 for assistance or email shp.techsupport@ttuhsc.edu

Do not rely on wireless connection during an exam. Ethernet cables must be used during exams.

Recommendations for Laptop Computers:

Processor: Intel or AMD processor, 2.0 GHz or greater
Operating System: Windows 8 or later; Mac OSX10.10 or greater
Memory (RAM): 4 GB RAM or greater
Storage: 256 GB hard drive or greater
Network: Built-in LAN and 802.11 Dual Band Wi-Fi
Note: For testing purposes, if the laptop does not have a built-in network port, an ethernet-to-usb adapter or ethernet-to-thunderbolt adapter will need to be purchased and used during exams.

We are using a 3rd party proctoring service for online proctoring of examinations, below are the requirements for **internet**:

1. Upload: 1 Mbps
2. Download: 2 Mbps
3. An active broadband internet connection is assumed since the examination are both done online.
4. Tethering and HotSpots are not supported

Proctor service requirements for **cameras**:

1. Proctor service does not officially support computers with more than one (1) integrated camera. Microsoft Surfaces, 2-in-1 Laptop/Tablet, and Smart Phone devices fall in this category. (A Surface Pro with the most up to date Windows software will work).
2. Any web camera that ONLY has drivers for Windows Vista or below will not work.
3. Phones cannot be used with the proctor service.

- All students are responsible for ensuring that their laptop is in good working order. A student may contact our ET department at (806) 743-3117 for assistance.
- Do not rely on wireless connection during an exam. Ethernet cables must be used during exams.
- Student laptop carrying cases will not be allowed near the student's seat but will be placed at the back of the room prior to the start of the exam. Please make sure your laptop case is labeled with your name.
- TTUHSC is not responsible for the security of any electronic items.
- PC users with known computer problems must contact our ET department.
- **Cellular phone/electronic device** (not including laptops) **use of cellular phone is not permitted during class, lab (unless approved by instructor in the lab), or exams.** This includes use of such devices for speaking, texting, instant messaging, and/or internet use. This does not include use of computers for taking notes in class. As a student and a future professional, use of such devices is unprofessional behavior in class, lab, and clinical situations. Please be advised that you can be subject to disciplinary actions as defined by the instructor.
- All electronic devices including, but not limited to,; MP3 players, iPods, and watches must be **turned off** and placed in backpack/bag when students are in class, lab, or exams

CLS - Online Testing Policy and Procedures

ProctorFree

You will be using Proctor Free, a third-party proctoring service, for all of your exams. This service uses AI software and personnel who review each of your exams to flag indiscretions that occur during the exam to determine if you are cheating. Things you need to consider: Open Note/Open Book will **NOT** be allowed. You will be allowed to have scratch paper, a pencil and calculator for some of the exams

Basic Examination Rules:

Once you begin your testing session, you may not take a break, go to the bathroom, or leave your computer. **Your microphone will need to be on; be sure to test in a quiet area alone without interruptions (no music, TV, etc).**

- Cell phones must be turned off or out of the room. No smart watches or other electronic devices are permitted.
- You may not look at notes in between exams. The testing area must be clear of all items except the allowed scratch paper, a pencil, and scientific calculator (phones not permitted as calculators).
- You must complete and submit an exam before you open the next exam.
- You must submit your exam before the time limit for that exam. Each exam has a different time limit, exams time will start once you start your exam, pay attention to cyour time.
- Use the Table of Contents if you want to see a list of the questions and navigate quickly between questions.
- Save each question once you answer it before you go to the next question
- You can go back to any question at anytime before you submit the exam
- **Don't close ProctorFree until you have submitted all of your exams.**

Components of the ProctorFree monitoring system:

- ProctorFree will record your computer screen during the exam. If you have multiple computer monitors, ProctorFree will only allow 1 active monitor to be used. If you open a separate window, browser, or messaging system during the exam, this action will be flagged, and I will be able to see a recording of your actions to determine if you were cheating.
- ProctorFree will record your audio during the exam. If you are talking out loud during the exam, it will be captured and the reviewing personnel will notify us if it is deemed as suspicious activity.
- ProctorFree will use your webcam to video you while you are taking your exam. ID verification will be used to set up your profile. Actions that could be flagged as suspicious include:
 - Walking away from the computer during the exam.
 - Your face not being visible in the recording screen.
 - Frequently looking down, as if searching through your book or notes for answers.
 - Other browser windows or software open on computer.

Professors will provide ProctorFree with information regarding the use of calculators and blank scratch paper/white boards during exams.

Cheating would consist of:

- Using Google to look up your answers.
- Using digital or printed PowerPoints during the exams.
- Using digital, printed, or hand-written notes during that exam
- Using your phone, tablet, second laptop, or another digital device during the exam.
- Messaging someone to discuss questions during the exam.
- Verbally discussing questions with someone during the exam.
- Having someone else take the exam for you.
- Walking away from the computer at any time during the exams
- Leaving the exam in between exams or leaving SAKAI in between exams
- Any other behaviors that compromise the integrity of the testing environment

Instructions for Taking your exams and setting up your account with ProctorFree will be given the first week of class.

CLS - Online Preceptorship Information

Philosophy of Clinical Education

All academic preparation is directed towards the acquisition of the knowledge, technical skills, and attitudes necessary for the practice of the laboratory sciences. Clinical Education is an intrinsic part of the preparation process. This integration develops in two environments: (1) clinical classroom preparation to the maximum extent possible and (2) education which occurs in the clinical settings must be responsive to the student's individual level of academic preparation and readiness. Students are offered clinical rotations in their professional education, allowing them the opportunity to integrate their clinical skills with didactic work.

In selection of clinical sites, the quality of patient care, the enthusiasm of the staff for working with students, and the size of the department or laboratory are all factors carefully considered.

Clinical Affiliates

To view a list of all affiliated facilities, please visit the website below.

<https://www.ttuhscc.edu/health-professions/second-degree-postbac-clinical-laboratory-science/affiliates.aspx>

Affiliate availability is subject to changes each year. A current Clinical Preceptorship Form is provided during the preceptorship meeting scheduled for fall semester lab week.

Secondary Degree/Laboratory Certificate Preceptorship Assignment Policy and Procedure

It is the intent of the CLS Online program to provide each student with a meaningful clinical laboratory preceptorship experience. The activities of the clinical preceptorship will include, but are not limited to,:

- Bench work under supervision
- Participation in the quality control program
- Attendance at lectures or seminars at the institution
- Observation of other departments in the institution

Students must complete the full requirement hours of the preceptorship rotation. Hours missed due to absences, for any reason, are required to be made up at the discretion and convenience of the affiliate which could affect the students' ability to complete the program or graduation on time.

Students must be assigned to a preceptorship site months in advance to accommodate the affiliate requirements, needs of the student, and needs of the CLS program. The availability of preceptorship sites for the CLS program is not only a contractual agreement between the facility providing the preceptorship and the program but on the ability of the affiliate to accommodate a student in a given semester.

Facilities throughout the United States are used for clinical experiences. TTUHSC guarantees preceptorship placements at a current affiliate associated with TTUHSC. Students are assigned their preceptorship placement through a procedure as described below. **Due to contract policies, students are not allowed to contact current affiliates associated with the CLS program to solicit for placement at their hospital.**

Procedure:

1. Each applicant interviewed will be informed of the preceptorship assignment procedure.
2. Each applicant accepted into the CLS program will be provided an example of the Clinical Preceptorship Assignment Form (CPAF, Appendix C) and Policy in the departmental handbook.
3. A current up-to-date CPAF is provided to the student during the winter lab week following the completion of the fall semester.
4. Students indicate their preference for placement on the CPAF. The completed CPAF is returned by the deadline determined by the Clinical Education Coordinator.
5. The clinical education coordinator will enter the CPAF rankings into a program utilizing the following to make assignments:
 - a. Available contracted clinical slots
 - b. Needs of the affiliate
 - c. Class ranking of student
 - d. Needs of the student
6. Each student will receive two copies of a contract during the spring semester informing them of their clinical preceptorship assignment. The student will have five working days to sign and return one of the provided copies of the contract to the Affiliate Coordinator. Students failing to return the contracts within five working days are at risk of forfeiting their clinical preceptorship spot.
7. Proof of health insurance must be presented to the Office of Admissions and Student Affairs (806-743-3220) by the deadline assigned.
8. Students who are recycling through the program or whose performance at a previous clinical experience was below expectations for the level of training will receive their preceptorship assignment based on availability first, class ranking second, and preference last.

Detailed information will be provided in the PAC and during the preceptorship meeting scheduled for fall semester lab week.

The student is responsible for ALL costs associated with clinical preceptorship experiences including on-boarding fees, transportation, housing, meals, uniforms (scrubs, if required), drug screens, additional criminal background checks required by the facility, and other incidental expenses associated with relocation and/or preceptorship requirements. This could include additional immunizations and titers to check immunity.

TTUHSC Office of Institutional Health (OIH) reviews all immunizations records submitted by students after admittance into our programs. Each student is responsible for complying with requests from OIH regarding facility-specific requirements that could include titers, TB testing, flu shots, boosters, etc.

NOTE: Based on their contracts, each facility has the right to terminate their affiliation with the CLS program up until the student enters their clinical preceptorship. On occasion, a facility will terminate a contract prior to the beginning of the clinical preceptorships. The CLS program will make every effort to find the student another preceptorship spot in that location; however, be aware the only available preceptorship spot may be located in another city or another preceptorship spot may not be available at that time. Any and all expenses in changing a preceptorship site are the responsibility of the student.

Students who are not placed in a preceptorship will go on a waiting list (in order of class rank) and will be placed if, and when, a preceptorship site becomes available.

Appeal of the Preceptorship Assignment

Upon receiving the contract, the student has five working days to appeal, in writing, the preceptorship assignment. The written appeal with the CPAF and attached documentation will be submitted to the Program Director who will forward the appeal to the Preceptorship Assignment Appeal Committee. The committee will meet within seven working days to review the appeal. Upon reviewing the appeal(s), the committee will provide a written report within three working days to the Program Director. The Program Director will inform the student of the final decision.

All Preceptorships are graded as pass or fail. The Preceptorship Manual indicates what constitutes passing or failing of the clinical experience.

Second Degree/Laboratory Certificate Preceptorship Assignment Policy and Procedure

Clinical Preceptorship Grade Policy

The student must meet or exceed to Minimum Passing Score on each End-of-Rotation test, a 70% or better on any practical exams given, a 60% or above on the professional evaluation, and demonstrate all tasks at the PAS level to successfully complete HPCS 4752, Clinical Preceptorship.

If any student fails to meet or exceed the MPS on an EOR test the student must notify the Clinical Education Coordinator immediately. All incorrect EOR test questions must be corrected (reference required for each incorrect question) and submitted to the Clinical Educational Coordinator within one week of being notified of the failing grade. The student is allowed one retake of one EOR. The student must meet or exceed the MPS on the retake to pass the rotation.

If any student fails to make a 70% or better on a practical exam, the Clinical Instructor should notify the Clinical Education Coordinator immediately. Documentation of Student Counseling and remediation plan will be noted on the Student Counseling Report.

If the student fails to meet or exceed the MPS the second attempt of an End-of-Rotation test, a remediation plan may be developed by the Clinical Education Coordinator, Education Coordinator/Clinical Instructor, Program Director, and university and clinical faculty. Remediation may include extension of the clinical rotation. This could prevent or delay a student's graduation from the program.

Failure to meet or exceed the MPS on a third End-of-Rotation test (in the same or a different rotation) may result in dismissal from the program.

****If a student fails to meet or exceed the MPS on one End-of-Rotation test in a rotation they will receive an email warning from the Clinical Education Coordinator. The failure to meet or exceed the MPS on a second End-of-Rotation test in the same or another rotation will result in counseling and a written warning from the Program Director and may include remediation. Failure to meet or exceed the MPS on a third End-of-Rotation test in the same or another rotation may result in dismissal from the program.**

Attendance Policy

The department and program affiliates are required to document attendance. Students must clock in and out daily via Trajecsys. Daily attendance and promptness are absolute requirements of the program. Absence is excused only by permission of the Clinical Education Coordinator and Clinical Coordinator. All absences must be made up. For example, if a student is assigned 15 days in a department, they must complete those fifteen days. An "I" for incomplete will be given for the final grade until the entire 15 days is completed. Make-up days can occur during student holiday periods such as Memorial Day, Independence Day, and after the scheduled Preceptorship. A student may be required to register for a subsequent semester course (at student cost) to make up excused absences and complete requirements for the program. In the case of multiple absences or extended absence due to medical reasons, a physician's statement will be required. Document absences and the make-up schedule on the Student Absence Report Form.

CLS - Online Certification

Certification

After graduation, you will be eligible to take a national certification examination offered by the American Society of Clinical Pathologists (ASCP) Board of Certification: Medical Laboratory Scientist (MLS).

- Granting of the Bachelor of Clinical Laboratory Science degree is not contingent upon the student passing the certification exam.

Application for the exam is provided well in advance of the application deadline. The Affiliate Coordinator will provide reminders of the deadline. The ASCP exam fee can be found on the website.

<https://www.ascp.org/content/board-of-certification>

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CLS - Online Additional Student Policies

Student Success

Students should be mentally and physically prepared to cope with a rigorous curriculum in laboratory sciences. Students should carefully organize their activities in order to succeed. **The faculty fully expects that each student will devote no less than three hours per week for every academic credit hour they have enrolled for in the department.** For example, a student taking twelve hours of course work will need to spend thirty-six hours per week studying! That's a full-time job for anyone and students would be well-advised to consider it as such. Those unable to master the program in a healthy manner are encouraged to contact the Program of Assistance for Students (PAS) at (806) 743-1327 or make an arrangement for counseling through the Office of Student Services (806) 743-2300. The department also works with students to develop remediation plans designed to supplement knowledge or skill areas.

The faculty and staff truly want you to succeed. There is no greater satisfaction to the faculty and staff than to hear about the excellent contributions made by our graduates. While we recognize the rigor (and, in fact, foster it), we know a well-earned degree is far more valuable than a token degree from a less challenging program.

Academic Advising

Each student will meet with their assigned academic advisor as stated in the advising syllabus provided on the first day of class. Additional meetings with a student's academic advisor will be scheduled on an as needed basis.

The student's responsibilities as an advisee in the advising process are:

- To give thoughtful consideration to personal career goals so that academic and professional goals can be coordinated and discussed with advisor (or other faculty member) as appropriate.
- Schedule appointments and/or contacts during each semester
- Come to appointments on time and prepared
- Accept responsibility for your decisions and actions
- Be open to developing and clarifying your personal values and goals

Student Counseling

In the event that the Clinical Education Coordinator and/or Clinical Instructor deems an event necessary of disciplinary action, a Student Counseling Report must be completed and signed by the student, Clinical Instructor, and Clinical Education Coordinator. The original is forwarded to the university and the Clinical Coordinator retains a copy. The following are examples of events that would require counseling: tardiness, unexcused absences, demonstration of poor professionalism, retake of an exam, and poor didactic/preceptorship application.

Course Loads and Additional Course Work Policy

Students will not be allowed to do outside course work during scheduled class lecture, lab, or preceptorship hours without the permission of the Program Director. A student must have permission of the Program Director each and every semester to be concurrently enrolled in another program or course in this institution or any other institution.

Student Employment Policy

Students often work outside of class time. In this capacity you are an employee of the institution who hired you and have no affiliation with the Clinical Laboratory Science program during work hours. We realize that such work may be essential in order to meet financial obligations. However, ***IN NO CASE SHOULD THE WORK TIME BE SCHEDULED SUCH THAT IT WILL INTERFERE WITH YOUR EDUCATION.*** This also includes the amount of time you work. There will be no latitude given by the program or any instructor for you to be excused from class assignments or exams because of outside work schedule.

Students are STRONGLY encouraged NOT to exceed more than 20 hours per week during the program.

Student Associations

Two professional organizations, the American Society of Clinical Laboratory Science (ASCLS) and the American Society of Clinical Pathology (ASCP), encourage student memberships. These organizations are dedicated to representing laboratory personnel and advancing their interests through advocacy, standards setting, education, professional, and personal development. CLS students are encouraged to join the ASCLS with a student membership. Visit <https://www.ascls.org/> to join and learn more about member benefits. The ASCP student membership is complimentary for students who are currently enrolled in an accredited laboratory science program and intend to meet the ASCP Board of Certification eligibility requirements for certification. Visit <https://www.ascp.org/content> to learn more about membership benefits.

Equipment Use

The laboratory manager and faculty members will determine and implement the proper procedures for the use of all equipment (including computers) and supplies in the laboratories, as well as the amount of supervision needed for the students. This applies to teaching and research.

Students will use only equipment and supplies entrusted to them, and those needed for class assignments, research purposes, or clinical practice.

Any equipment used will be returned to its designated location in clean, sanitary, and good working condition. It is the student's responsibility to learn the proper use of the equipment and take the initiative to report equipment malfunctions. Loss, abuse, theft, or suspected theft of equipment or supplies should be reported to the faculty immediately.

Use of departmental equipment by students is confined to TTUHSC with one exception; removal of departmental equipment may be allowed when it's use is related to official class operations and activities. This removal may be conducted only after express permission is granted by the Program Director and in accordance with the TTUHSC Operating Policy (HSC OP 61.01). The student will be held financially responsible for the entire replacement cost of the item(s) in the event of damage, loss, or theft.

Students will not remove any program equipment from university facilities for personal use.

APPENDIX A

Clinical Laboratory Science
Student Handbook

Department/Student Agreement

The Student Handbook is an important document intended to provide information to help you become acquainted with the Clinical Laboratory Science program. It is not to be considered a contract. The contents of this handbook may be changed at any time at the discretion of the Program. The program maintains the right to make and change departmental policies as necessary. This publication is available on the School of Health Professions website. Students are responsible for periodically accessing any revisions to the publication online.

Please read the following statements and sign below.

- I am aware the Second Degree/Laboratory Certificate program Student Handbook is available on the School of Health Professions website. I understand the policies, rules, and benefits described in it are subject to change at the discretion of the program at any time.
- I am aware that during the course of my enrollment, confidential information may be made available to me such as student information and other related data. I understand this information is critical to the success of the Program and must not be disseminated or used outside of the program premises. Upon leaving the program, whether voluntary or involuntary, I hereby agree not to utilize or exploit this information with any other individual or agency.
- I understand, should the content of this Handbook be changed in any way, the Program may require an additional signature from me to indicate I am aware, and understand, any new policies.
- I agree my signature below indicates I understand the above statements and acknowledge my responsibility to read the Second Degree/Laboratory Certificate program Student Handbook and be familiar with its contents.

Academic and Clinical Behavior

Students are expected to conduct their behavior in accordance with the following regulations:

1. The use of unauthorized written or oral references during examinations (cheating) is prohibited.
2. The inadequate citation of references or assistance on papers or class presentations (plagiarism) is prohibited.
3. Habitual tardiness, unexcused absences, and/or lack of participation in assigned class activities is prohibited.
4. Students will behave in accordance with the Code of Ethics set forth by the School of Health Professions and respective program/professional organizations in a clinical setting or in a simulated or demonstration setting in the classroom or laboratory.
5. Students will comply with all rules and regulations of the clinical facilities to which they are assigned.

I certify I have received a copy of the Second Degree/Laboratory Certificate program Student Handbook for my personal use and reference.

I assume responsibility to read, review, and thoroughly understand the rules, regulations, code of ethics, and honor code as outlined in the Student Handbook. I agree to abide by all rules, regulations and codes while I am a student in the Clinical Laboratory Science program at Texas Tech University Health Sciences Center

Within one week after receipt of this manual, I agree I am responsible to write an inquiry to the Program Director for clarification of any information in this handbook, including inquiry about consequences for my failure to comply. If I do NOT write an inquiry within one week after receipt, I am declaring I fully understand my responsibilities and any consequences for my failure to meet those responsibilities.

Student Printed name

Student Signature

Date

Person Representing the Department

APPENDIX B

Students will be given an up-to-date CPAF later for official use; this is for informational purposes only and does not reflect affiliate sites available to the current class.

Clinical Preceptorship Assignment Form (CPAF)

Clinical Preceptorship begins in May and goes to mid-August. Assignments are made in advance to accommodate students who may need to make arrangements for moving. It is the student's responsibility to find housing, meet all financial obligations and arrange for transportation. The preceptorship assignment is based on the information below and the program's available contracted sites.

Indicate your order of preference for all sites listed below 1-19, with 1 being your first preference. Be aware that at each location there are limited sites available.

_____ Abilene, TX	_____ Hobbs, NM
_____ Amarillo, TX	_____ Kansas City, MO
_____ Aurora, CO	_____ Lubbock, TX
_____ Cedar Park, TX	_____ Mansfield, TX
_____ College Station, TX	_____ Midland, TX
_____ Conroe, TX	_____ Odessa, TX
_____ Dallas, TX	_____ Paris, TX
_____ El Paso, TX	_____ Reno, NV
_____ Fairbanks, AK	_____ Richardson, TX
_____ San Angelo, TX	

APPENDIX C

Clinical Laboratory Science

Student Agreement Honor Code

There is a mutual trust between you and the faculty. You promise integrity in work submitted and the faculty presume your honesty. All work submitted to the faculty is assumed and expected to be your own unless credit is given using proper footnoting and bibliographic techniques. Cheating, plagiarizing, falsifying results of study or laboratory results, or any action designed to deceive any member of the faculty are prohibited. This applies not only to examinations but also to all work handed in such as papers, laboratory reports, solutions to problems, practical exams, and computer materials, etc. Instructors have the right to include or exclude what will be covered by the Honor Code in their course. Violations of provisions of the Honor Code are cause for disciplinary action imposed as determined by the School of Health Professions Academic Misconduct Policy. It is also your duty to behave in a manner that will discourage other students from violation of the Honor Code.

The addendum is a pledge by the students who are taking an on-line course or will be using on-line testing. The pledge states:

1. I will not divulge my username or password to anyone.
2. I, and only I, will post answers to course assignments using my username and password
3. I, and only I, will take the on-line exams using my username and password.
4. I understand the online exams are closed book and I will not refer to my textbook, or any other references, while taking the exams unless indicated by the professor.
5. I will not print all or part of any exam.
6. I will not divulge the content of the online exams to any other student, whether enrolled in the course or not.
7. I understand work submitted to meet the requirements of one course cannot be submitted to meet the requirements of a second course without the permission of both instructors.
8. I understand violation of this code will constitute an honors violation and that I will be subject to the appropriate sanctions as described in the [Texas Tech University Health Sciences Center Institutional Student Handbook 2021-2022](#).

Printed name

Date

Student signature

APPENDIX D

Clinical Laboratory Science Programs

Technical Standards

The Clinical Laboratory Science Programs (CLS), to include traditional as well as second degree & post-baccalaureate certificate, at Texas Tech University Health Sciences Center, are vigorous and intense programs placing specific professional, intellectual, physical, and social requirements and demands on the students enrolled in the programs. An objective of these programs is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals with physical and psychosocial impairments. The essential functions set for by the CLS programs establish the essential qualities considered necessary for students admitted to these programs to achieve the knowledge, skills, and competencies for entry-level practice. Ability to meet these essential functions is required for admission to the CLS programs and must be maintained throughout the terms a student is enrolled in the respective program. These standards are subject to amendment based on changes in health care/scope of practice.

Accepted applicants for CLS' education programs will be required to verify they understand and meet these essential functions, or that they believe that with reasonable accommodations they can meet the standards.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully in our program. Any student with a disability who is accepted to the CLS program must contact the 504

coordinator in the TTUHSC Office of Student Services as soon as possible. The coordinator will evaluate the student, confirm the stated condition qualifies as a disability under applicable laws, and determine what accommodations are reasonable.

There are three separate and distinct components in the curriculum for the CLS programs. There is an academic didactic (classroom) component, a laboratory component, and a clinical/fieldwork/preceptorship/component. Accommodations in place for the didactic component may not be available for the laboratory component, and clinical/fieldwork/preceptorship/components in the curriculum.

To successfully complete didactic, laboratory, and clinical/fieldwork/preceptorship portions in the CLS programs, an individual must meet the following essential functions with or without accommodations:

1. **Mobility:**

1. The student **must** have adequate gross mobility in order to maneuver in a timely and safe fashion throughout the department.

2. The student **must** be able to lift his or her arms above shoulder height in order to place or remove items of ten pound or less from shelves.

3. The student **must** be able to bend over at the waist or squat (waist and knees) in order to place and remove items of ten pounds or less from drawers and cabinets.
2. **Manual Dexterity:** The student **must** have adequate fine motor skills to be able to manipulate small objects in a safe and precise manner. Examples include (but are **not** limited to) being able to operate a computer keyboard; dial a telephone; handle cuvettes, sample cups, pipette tips, and reagent vials; pick up glass slides from table top, manipulate tools and instruments used in the clinical laboratory (including a microscope); collect specimens, and use a pen or pencil in order to communicate effectively in writing for coursework and clinical/fieldwork/preceptorship to ensure patient/client safety.
3. **Auditory Acuity:** The student **must** be able to hear well enough to respond to significant sounds in a clinical lab. Examples include (but are **not** limited to) being able to hear signals generated from instrumentation that may indicate normal operating status, critical sample value, or equipment malfunction, and being able to hear and follow verbal instruction from a coworker or supervisor in order to ensure patient safety.(National Patient Safety Goals NPSG)
4. **Verbal Communication Skills:** The student must be able to orally communicate professionally to persons on the telephone or other health care workers listening specifically to the student in person to ensure patient safety.(National Patient Safety Goals NPSG)
5. **Visual Acuity to read, write, discern colors, and use a microscope:** The student **must** have adequate eyesight such that they can recognize and distinguish gradients of color (such as on a urine reagent strip and special stains), read numbers and words either on a video display screen, computer printout, or legible handwriting, and interpret lines and points on graphs and charts to ensure patient safety.
6. **Intellectual, Conceptual, Integrative, and Quality Skills:** The student **must** possess the ability to develop and exhibit organizational problem-solving skills. Specifically, the student must have the ability to measure, calculate, analyze, interpret, synthesize, and evaluate data in a short period of time; have the ability to learn to perform duties and assignments in a timely manner while under stress in a variety of settings; exhibit the maturity to accept feedback and demonstrate professional conduct in the classroom, laboratory, and at the preceptorship site.
7. **Social Behavior Skills:** Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, clients, and patients'/clients' families during clinical/fieldwork/preceptorship and academic interactions. Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical/fieldwork/preceptorship situations. Conduct oneself in an ethical and legal manner, demonstrating honesty, integrity, and professionalism in all interactions and situations.

Printed name

Date

Student signature

Bachelor of Science in Clinical Laboratory Science

CLS Traditional Program

(806) 743-3252
Fax: (806) 743-4470

SHP Academic Calendar
<https://www.ttuhsu.edu/health-professions/academic-calendar/default.aspx>

TTUHSC SHP reserves the right to make calendar changes in the best interest of the faculty, students, and academic programs.

Faculty and Staff
Faculty: <https://www.ttuhsu.edu/health-professions/bachelor-of-science-clinical-laboratory-science/faculty.aspx>
Staff: <https://www.ttuhsu.edu/health-professions/bachelor-of-science-clinical-laboratory-science/staff.aspx>

Office Hours and Appointments
Faculty office hours by appointment only.

Class Hours
TTUHSC Campus classes may be scheduled anytime from 7:30 a. m. until 5:30 p.m. Monday through Friday.

Accreditation
Accrediting Agency: NAACLS
5600 N. River Road Suite 720
Rosemont, IL 60018
(733) 714-8880 Fax (773) 714-8886

SHP Office of Admissions and Student Affairs
Admissions: <https://www.ttuhsu.edu/health-professions/admissions/>

SHP Administration
Administration: <https://www.ttuhsu.edu/health-professions/administration/default.aspx>
Department Chairs: https://www.ttuhsu.edu/health-professions/administration/departments_chair.aspx

SHP Administrative Staff
Administrative Staff: https://www.ttuhsu.edu/health-professions/administration/administrative_staff.aspx

Overview of Clinical Laboratory Science Traditional Program

The Program accepts one class per year, beginning in the fall semester. Students are required to complete a two-year curriculum.

The CLS traditional curriculum consists of:
(1) On-campus classes and laboratory sessions in the TTUHSC student laboratories. These courses are taught by Clinical Laboratory Science faculty and are intended to prepare the CLS student for the clinical preceptorship.

(2) Clinical Preceptorships in affiliated laboratories. The Education Coordinator, in cooperation with the clinical teaching staff, direct the education of the students at an affiliate site. Clinical faculty are certified medical technologists who will serve to instruct students in the application of theory and principles of patient testing procedures.

The clinical preceptorship begins in January and ends in May of the student's 2nd year. Students are assigned their senior clinical preceptorship site after completion of the second semester of the 1st year. This assignment is made in advance to make the necessary arrangements for moving from Lubbock if required. It is the student's responsibility to find housing, meet all financial obligations, arrange for transportation, and (if desired) seek employment.

Mission Statement
The mission of the Clinical Laboratory Science program is to improve the health of people by producing competent and compassionate laboratory scientists by providing a high quality and relevant education with an emphasis on scholarly activity, research, patient care and service, in order to meet the educational and clinical needs of the communities of West Texas, Texas, and the United States.

Vision Statements
The vision of the Program in Clinical Laboratory Science is to earn regional and national recognition for excellence in undergraduate education. We will progress toward achieving this vision by:

- providing students with a broad educational background by utilizing a variety of education resources and experiences,
- providing a strong curriculum based on current needs,
- maintaining the level and quality of instruction in the clinical laboratory science courses by including the latest in technological advances,
- developing in students the professional attitudes and ethics required of clinical laboratory professionals,
- educating students on the merits of continuing professional development,
- providing the region and the State of Texas with graduate clinical laboratory scientists who can function at career entry level and who can assume leadership roles as health professionals.

Departmental Organizational Structure

Chairperson
The Chairperson is directly responsible for departmental functions including: serving as a liaison between the departmental personnel and the university administration, conducting performance evaluations, determining merit salary, assigning staff (secretaries and clinic coordinators) duties; mediating all personnel and/or student grievances; assigning and determining space utilization; coordinating faculty meetings; administering all departmental budgets and accounts payable with recommendation from the Program Directors; determining course instructors; appointing committees; coordinating tenure and/or promotion applications; executing disciplinary actions per the University Operating Procedures Handbook; and reports to the School of Health Professions Dean.

Program Director
The Program Director is responsible for the day-to-day operations of the academic programs and clinical operations. Duties include serving as the first point of contact for grievances, course scheduling, and facilities management; participating with the chairperson in annual performance appraisals; monitoring curricular requirements in accordance with NAACLS maintaining outcome data for the academic and clinical programs; managing the department's Quality Improvement processes; reviewing students' academic records; and monitoring budgetary matters. Other duties may be assigned by the Chairperson.

Assistant Program Director
The Assistant PD assists the Program Director in duties associated with oversight of the program curriculum including assessment and evaluation of effectiveness. The APD also assists the Program Director in monitoring requirements in accordance with NAACLS. Additional duties include recruitment activities, student advisement, and the admissions process.

Clinical Education Coordinator
The Clinical Education Coordinator assists the Program Director with matters regarding the affiliates. Duties include developing clinical affiliation agreements (i.e., contracts), assigning students to clinical sites, and meeting regularly with affiliate education coordinators. Other duties may be assigned by the Program Directors or Chairperson.

Laboratory Manager
The Laboratory Manager is responsible for setting up student laboratory sessions, phlebotomy instruction, instrument maintenance and troubleshooting, and managing day to day operations of the laboratory. The Lab Manager also assists the students in technique and theory behind individual laboratory sessions. Other duties may be assigned by the Program Director.

Admissions Committee
The committee serves to review all undergraduate and graduate applications into the respective programs of study (i.e., pre-professional and graduate), coordinate graduate applicant interviews; recommend admission or denial to the Chairperson; maintain statistical information relative to student indices (e.g. grade point averages, etc.); execute all admission policies per faculty approval; and report to the Chairperson at each faculty meeting.

Advisory Committee
The Clinical Laboratory Science advisory committee meets as needed to review curriculum and discuss evaluation of each program's effectiveness. Evaluation of program effectiveness includes student course evaluations, employer's surveys, national certification scores, and faculty input regarding curriculum and the admissions criteria for each program. The committee provides a unique perspective in the field of laboratory medicine.

CLS Program Affective Objectives
The student shall:

1. Follow biosafety regulations by practicing proper disposal of biohazardous material, as evidenced by complying with established safety regulations.
2. Exhibit interest in the laboratory assignments and lecture discussions through participation.
3. Help maintain a neat, clean, and orderly work area in all laboratories without being asked.
4. Demonstrate proper care and use of laboratory equipment, as evidenced by lack of breakage.
5. Attend classroom and laboratory sessions regularly and punctually.
6. Demonstrate preparedness for the laboratory by following directions and completing the tasks assigned with little need for additional instructions.
7. Cooperate by communicating with and helping other students.
8. Exhibit assurance and confidence in performing laboratory tasks.
9. Demonstrate integrity by recognizing and repeating questionable tests.
10. Act responsibly.
11. Accept instruction and constructive criticism in a mature manner.
12. Show respect for other students, instructors, and patients.

13. Comply with the stated dress codes.
14. Demonstrate interprofessionalism through respect, collaboration, and appropriate communication with other healthcare professionals

Career Entry Competency Goals of the Program

At entry level, the medical laboratory scientist will possess the entry-level competencies necessary to perform the full range of clinical laboratory tests in areas such as Clinical Chemistry, Hematology/Hemostasis, Immunology, Immunohematology/Transfusion Medicine, Microbiology, Urine and Body Fluid Analysis, and Laboratory Operations, and other emerging diagnostics, and will play a role in the development and evaluation of test systems and interpretive algorithms.

The medical laboratory scientist will have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed or performed.

At entry level, the medical laboratory scientist will have the following basic knowledge and skills in:*

- A. Application of safety and governmental regulations and standards as applied to clinical laboratory science;
- B. Principles and practices of professional conduct including the significance of continuing professional development;
- C. Communications sufficient to serve the needs of patients, the public, and members of the health care team.
- D. Principles and practices of administration and supervision as applied to clinical laboratory science;
- E. Educational methodologies and terminology sufficient to train/educate users and providers of laboratory services;
- F. Principles and practices of clinical study design, implementation, and dissemination of results.

*Adapted from the *Standards for Accredited and Approved Programs for the Medical Laboratory Scientist*, 11/2014 NAACLS.

Accreditation

The CLS program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS) 5600 N. River Road, Suite 720, Rosemont, IL 60018

The Texas Tech University Health Sciences Center is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, doctoral, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of the Texas Tech University Health Sciences Center. The commission should be contacted only if there is evidence that appears to support the institution's significant non-compliance with a requirement standard.

A member of the Texas Tech University System, TTUHSC has been accredited by the Southern Association of Colleges and Schools Commission on Colleges as a separate institution from Texas Tech University since 2004. TTUHSC received its reaffirmation of accreditation from SACSCOC in 2019. The next reaffirmation is scheduled for 2029.

For more information on ASCP, visit their Website at <https://www.ascp.org/content/>

CLS Curriculum Information

Integrative Curriculum

The Clinical Laboratory Science Program utilizes a curriculum that is focused upon integrative, comprehensive learning. This type of curriculum is developed in such a manner that learners are evaluated in a frequent and comprehensive manner encouraging application of skills across multiple disciplines and providing weekly or bi-weekly evaluation of comprehensive knowledge and skills.

Curriculum Components

The CLS Curriculum consists of weekly examinations, homework assignments, forum discussions, course specific projects and requirements, as well as midterm and final exams.

Clinical Laboratory Science Course Sequence

The following courses are offered once each year in the semester listed and must be taken in sequence unless granted permission by the course director and Program Director.

<https://www.ttuhschool.edu/health-professions/bachelor-of-science-clinical-laboratory-science/>

CLS Honors Courses

Some of the courses in the Clinical Laboratory Science (CLS) Program are designated as Honors Courses so students can continue their contract agreement with the Honors College to enroll in at least six to nine hours of honors credit at the junior and senior levels. Basic prerequisites include enrollment in Honors College with intent to graduate with honors. Honors students enrolled in the Clinical Laboratory Science Program needing additional honors hours through the Honors College will complete a research project involving the investigation of a unique clinical subject such as autopsy, physician shadowing and instruction, or in an advanced area of laboratory science. The project will include library research, reading assignments, observation, reporting of findings, writing a paper, and presentation of the student's work. Honors scholarships from other campuses do not transfer to the HSC.

Expectations, Policies, and Responsibilities of CLS students

Attendance Policy

For face-to-face classroom: students are expected to attend all lectures, laboratory exercises, and exams. Students are expected to notify the Program Coordinator by e-mail or telephone (at 806-743-3252 or lauren.mahrous@ttuhsc.edu) **PRIOR** to missing a lecture, laboratory experience, or exam. Notification of other faculty, staff, or friend is NOT acceptable.

In addition, a student who arrives to lecture or lab more than 5 minutes late and has NOT contacted the appropriate Program Coordinator prior to class will be considered to have an unexcused absence. A student who arrives to an exam more than 5 minutes late and has NOT contacted the appropriate program coordinator prior to that exam will receive a grade of zero on that exam.

Each unexcused class and/or absence will result in a grade of no higher than 70% on the integrative review for the missed class following the period of absence. For each question missed, points will be deducted from the starting grade of 70%.

Excused absences will be granted for illness or a crisis situation involving the student or the student's immediate family. Written documentation as evidence for the crisis incident is required. The Program Director will evaluate other situations that may constitute a valid excuse for absence on a case-by-case basis. Examples of UNEXCUSED absences include: oversleeping, time conflicts with work schedules, family reunions, vacations, and other types of social events.

Excessive tardiness or absences are considered when issues of professionalism and/or remediation arise. When excessive absences at any point in the semester, jeopardize a student's standing in a class, the instructor informs the student and Program Director of this fact. Excessive absences will be defined as a student missing 20% or more of class. For example, missing 2-weeks worth of material (class time, exams, assignments, preceptorship) of a 7-week course is excessive. This is cause for a student being dropped from class and a grade of Withdraw Failing (WF) assigned.

FOR ALL STUDENTS PLEASE NOTE:

If a student cannot take an exam at the scheduled time and place, the student must notify the Program Coordinator **PRIOR** to the scheduled exam start time in order to be eligible to be granted an excused absence and thereby be allowed to make up the exam. A grade of "zero" will be given if an examination is missed due to an unexcused absence. Make-up for a missed exam will be determined by the Course Instructor.

Dress Code

Members of the faculty and staff have the authority and responsibility to maintain responsible standards of student dress and grooming within their respective classrooms, laboratories, offices, and other areas of public presentations. The dress code reflects professional integrity and special needs of the individual classes. Professional dress is expected of students at all times. Example of **unacceptable** attire includes, but is not limited to, the following:

- halter tops
- spaghetti straps
- midriffs
- short shorts
- short skirts
- clothing items with excessive rips and tears
- exercise attire

Student's hair shall be clean and well-groomed. It is recommended that long hair be pulled back while in the lab. All hair colors shall be natural hair colors. Bright or neon colors and extreme hairstyles are prohibited.

Any tattoos or body piercing(s) on a student must not be visible to others. Female and male students may wear earrings or studs. This prohibition on visible body piercing includes, but is not limited to, facial studs, facial rings, clear spacers, tongue bars, ear gauges or plugs.

Note: Specific laboratory attire (scrubs or long pants) is required by the Course Instructor. Students are REQUIRED to wear the provided lab coat over street attire or scrubs. Form-fitting clothing, sandals, open-toed shoes, and heels (3 inches or higher) must NOT be worn because of potential foot injury from breakage of glassware or spills of corrosive materials. Failure to comply will result in immediate removal from the lab and will result in an unexcused absence.

The student should check with the faculty member regarding appropriate attire prior to the activity or special event. **Shorts, old jeans, T-shirts, and similar casual attire are not appropriate for trips off-campus or when a guest speaker has been invited to campus for a laboratory or classroom presentation.**

For clinical observations and preceptorship, information regarding specific dress codes of the clinical sites will be provided by the affiliate site, Affiliate Coordinator, or the Clinical Education Coordinator.

Since the HSC is a public institution in which there are large numbers of patients and visitors present in many areas of the building, standards of dress should reflect good judgment as to the appropriate clothing that is comfortable, professional and that, particularly in the laboratory area, meets safety standards.

At all times students must wear name badges. Failure to do so may result in a request to leave the grounds and will result in an unexcused absence.

Communication and Student Relationships

To maintain an environment that supports the department's educational goals, the relationship between faculty and students should be that of teacher and scholar. The Clinical Laboratory Science program discourages unprofessional relationships which may cause, or create the appearance of, favoritism or unfairness or are exploitive in nature. Such behavior includes, but is not limited to dating, cohabitation, and sexual contact, on or off campus.

It is prohibited for any School of Health Professions student to interact with any patient or client outside of the scope of clinical practice, while the student is enrolled, recycling or on a leave of absence from any program. This includes any and all social networking sites including, but not limited to, Facebook, Twitter, Instagram, LinkedIn, Snapchat, text messaging, and email.

Consensual relationships between a student and a supervisor, patient, or other persons at clinical experience sites constitutes (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety; and (5) questions the validity of consent, any of which impairs the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical experience relationship; (2) exploiting subordinate faculty, staff, employees, students, and the possible professional or academic disadvantage of third parties; and (3) subjecting both TTUHSC, the clinical sites, and the individuals to the risk of liability.

Therefore, the CLS program strictly prohibits any type of such relationship as described above whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should relationships develop, faculty, staff, preceptors, and CLS students who become aware of the relationship have the obligation to disclose the existence of the relationship to the Program Director. Furthermore, a relationship between a CLS student and a high school student, or minor, at any clinical site with whom the CLS program has a clinical contract is strictly prohibited during the entire time that the CLS student is enrolled in the CLS program; violation of this prohibition may result in dismissal from the program.

Adapted from TTUHSC OP 70.55 Consensual Relationships - Faculty, Staff, and Residents.

A faculty member is required to participate in teaching, scholarship/research, and clinical/professional service. When a faculty member is not in the classroom or student laboratory session, they are generally participating in scholarship/research, clinical service, or service to the school or university. Due to this type of schedule, it is rare that a faculty member will be in their office until 5:00 p.m. CST each day anticipating a student coming to their office for assistance, concerns, or questions. Therefore, ALL students are encouraged to contact the program or faculty members via email or phone to schedule an appointment to meet. This information is also included in your student handbook, course syllabi, and online at the TTUHSC web address

Please note faculty members are not required to have access to TTUHSC email after work hours (week days) or on the weekend. If you send an email to a program or faculty member during this period of time, the response may be delayed until they return to work. Also, some faculty do not have access to email while

performing clinic duties; this may delay responses as well.

Responsibilities of Clinical Laboratory Science Faculty

Faculty

Faculty members in the Clinical Laboratory Science program have specific responsibilities assigned to them on a daily basis. The five major responsibilities include:

- Academic instruction,
- Clinical supervision and practice,
- Scholarly research;
- Departmental, school, institutional, and community service
- Advising students

Faculty members are assigned teaching responsibilities each semester by the Program Director. These assignments are based in part upon the faculty member's expertise, professional interest, and research. On occasion, a faculty member may be instructed to teach a course that he or she has not taught in the past due to scheduling problems or a faculty shortage in one or more areas of our program. Nevertheless, every effort is made to ensure the quality of instruction.

Near the end of each semester, the faculty members are assessed by their students in every class and in every supervisory relationship. These assessments are reviewed by the respective Program Directors, Chairperson, and the Dean relative to teaching effectiveness, promotion, tenure, retention, and merit pay. The students' assessments are important to the department and are taken seriously. All assessments are anonymous.

The importance of research cannot be underestimated. Each faculty member is expected to contribute to a scholarly profession through publications, presentations, workshops, consultations, and reviews.

Each faculty member is also assigned numerous service responsibilities. These include regular departmental faculty meetings and committee meetings within the department, school, and institution. On the average, faculty members attend at least two of these meetings per month and spend considerable time outside of the meetings working on assigned projects. Other service roles are demonstrated through participation in professional organizations on local, regional, or national levels.

Another important aspect of each faculty member's position is advising. Each faculty member counsels students on topics such as career opportunities, research, comprehensive examinations, post graduate education, certification, or any other topic related to academia. Faculty members have asked that you email for an appointment if you would like to meet to make sure they are available. Faculty members are also sometimes very helpful in advising students in nonacademic areas. If you are experiencing problems adjusting to the demands of being a student you can obtain help by contacting the Office of Student Affairs at (806) 743-2300 or <https://www.ttuhsu.edu/student-affairs/default.aspx>

Academic Policies and Progression

Academic Standards

It is the policy of the TTUHSC School of Health Professions Clinical Laboratory Science program to use the SHP grading criteria. Please refer to **SHP grading criteria**.

Within the Clinical Laboratory Science Program, it is each instructor's responsibility and right to assign weight to assignments, exams, and laboratory exercises in the appropriate manner to determine the level of mastery of the subject indicates the specified number of percentage points out of 100. Your final grade will be calculated from your performance in lecture, laboratory (when appropriate), and other assignments. You must pass each component with a 70% or higher to pass any core course. Any component having a grade of less than 70% will result in a grade assignment of "D" for the course. Any component having a grade of less than 60% will result in a grade assignment of "F" for the course. Please refer to **Attendance Policy** regarding unexcused absences and tardiness.

Warning for Poor Academic Performance

A student who is failing in any didactic/clinical course will be notified in writing by the Program Director and/or advisor at the midterm of the academic period. A student who is failing any clinical experience will be notified in writing by the Clinical Education Coordinator and co-signed by the Program Director. Copies of all warning letters will be placed in the student's file.

Remediation

Remediation plans will be developed for students placed on academic probation. Options for remediation will be determined by the faculty, approved by the Program Director or designee, and include, but are not limited to,:

- Individual tutoring with a program faculty member.
- Individual tutoring with a student who is performing well in the program.
- Repeating or extending clinical experiences.
- Participating in faculty-directed group study.
- Preparing a research paper or project.
- Completing assignments pertinent to areas needing remediation.
- Repeating examinations

All meetings with the student regarding remediation will be documented to reflect student's understanding of and willingness to cooperate with the plan. Routine follow-up counseling with the student is scheduled to assess and document compliance, progress, and outcome of the remediation plan. Failure to successfully complete remediation as assigned will result in dismissal.

Probation

Causes for academic probation are:

1. Failure to maintain a cumulative GPA of 2.5 in any semester in the program,
2. A student accepts remediation due to failure of a component in a single course,
3. A grade of "D" or "F" in any one course. The course must be repeated at the next course offering.

*A core course may be repeated only once. A student will not be allowed to matriculate into the next course in the sequence, or to the senior curriculum, or clinical preceptorship, until all courses have a grade of "C" or above.
4. Failure to attain minimal skill levels in required clinical competencies as determined by the clinical instructor and clinical education coordinator

*CLS Core Courses: HPCS 3400, HPCS 3405, HPCS 3455, HPCS 3470, HPCS 3450, HPCS 3460, HPCS 3465, HPCS 4480, HPCS 3310, HPCS 4105, HPCS 4405, HPCS 4420, HPCS 4455, HPCS 4440, HPCS 4741, HPCS 4842

Dismissal of Students

A student enrolled in the CLS programs is subject to dismissal for any of the following reasons:

- a. Complaint of misconduct as stated in the TTUHSC code of conduct <https://hsoweb.ttuhsu.edu/health-professions/current/handbooks.aspx>
- b. The student does not meet the competencies in clinical practicum in the specified manner and time.
- c. The student in any clinical practicum acts in any manner detrimental to the safety or well-being of a client, patient, other students, or faculty.
- d. The student does not maintain minimum academic performance requirements of the program.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. In addition, a student enrolled in the CLS program is subject to dismissal for any of the following reasons:

1. Poor academic performance:
 - a. Failure to raise cumulative GPA to 2.5 upon completion of the semester of probation,
 - b. A grade of "D" in a core course (see above) while on probation.
 - c. A grade of "D" or below in a repeated course.
 - d. A grade of "D" or below in two or more core courses in the same semester.
2. Violation of the academic and non-academic policies of the School of Health Professions.
3. Failure to successfully complete remediation as assigned.
4. Removal from a preceptorship (academic or non-academic reasons) may result in a dismissal.

Audit Policy

A student allowed to recycle is required to audit all core courses for which they have received prior credit in their specific program of study. A student auditing a class is required to adhere to the program attendance policy and participate in class assignments, integrative review exams, and comprehensive final examinations. Auditing students are required to have a cumulative average of 70% for their weekly exams and pass the comprehensive final exam with a 70% or higher. If a student auditing a class does not pass the comprehensive final examination with a 70% or higher, that student will correct the examination by including a reference that corrects each incorrect question. Failure to comply with the terms of the revised curriculum plan, which includes auditing courses, may result in loss of preceptorship assignment until the terms of the plan are deemed complete.

Technology Requirements

Electronic Devices

A personal laptop or desktop computer is required to take exams and submit assignments (i.e. weekly exams and homework assignments for each course to be submitted through the HUB (Sakai)).

All students are responsible for ensuring that his/her laptop is in good working order. A student may contact our Educational Technology department at (806) 743-3117 for assistance or email shp.techsupport@ttuhsu.edu

Do not rely on wireless connection during an exam. Ethernet cables must be used during exams.

Recommendations for Laptop Computers:

Processor: Intel or AMD processor, 2.0 GHz or greater
Operating System: Windows 8 or later; Mac OS X 10.10 or greater
Memory (RAM): 4 GB RAM or greater
Storage: 256 GB hard drive or greater
Network: Built-in LAN and 802.11 Dual Band Wi-Fi
Note: For testing purposes, if the laptop does not have a built-in network port, an ethernet-to-usb adapter or ethernet-to-thunderbolt adapter will need to be purchased and used during exams.

We are using a 3rd party proctoring service for online proctoring of examinations, below are the requirements for **internet**:

1. Upload: 1 Mbps
2. Download: 2 Mbps

3. An active broadband internet connection is assumed since the examinations are done online.
4. Tethering and HotSpots are not supported.

Proctor service requirements for cameras:

1. Proctor service does not officially support computers with more than one (1) integrated camera. Microsoft Surfaces, 2-in-1 Laptop/Tablet, and Smart Phone devices fall in this category. (A Surface Pro with the most up to date Windows software will work).
2. Any web camera that ONLY has drivers for Windows Vista or below will not work.
3. Phones cannot be used with the proctor service.

- All students are responsible for ensuring that their laptop is in good working order. A student may contact our ET department at (806) 743-3117 for assistance.

- Do not rely on wireless connection during an exam. Ethernet cables must be used during exams.

- Student laptop carrying cases will not be allowed near the student's seat but will be placed at the back of the room prior to the start of the exam. Please make sure your laptop case is labeled with your name.

- TTUHSC is not responsible for the security of any electronic items.

- PC users with known computer problems must contact our ET department.

- **Cellular phone/electronic device** (not including laptops). **Use of cellular phone is not permitted during class, lab (unless approved by instructor in the lab), or exams.** This includes use of such devices for speaking, texting, instant messaging, and/or internet use. This does not include use of computers for taking notes in class. As a student and a future professional, use of such devices is unprofessional behavior in class, lab, and clinical situations. Please be advised that you can be subject to disciplinary actions as defined by the instructor.

- All electronic devices including, but not limited to,: MP3 players, iPods, and watches must be **turned off** and placed in backpack/bag when students are in class, lab, or exams

Testing Policy and Procedures

ProctorFree

You will be using Proctor Free, a third-party proctoring service, for all of your exams. This service uses AI software and personnel who review each of your exams to flag indiscretions that occur during the exam to determine if you are cheating. Things you need to consider: Open Note/Open Book will **NOT** be allowed. You will be allowed to have scratch paper, a pencil and calculator for some of the exams

Basic Examination Rules:

Once you begin your testing session, you may not take a break, go to the bathroom, or leave your computer. **Your microphone will need to be on; be sure to test in a quiet area alone without interruptions (no music, TV, etc).**

- Cell phones must be turned off or out of the room. No smart watches or other electronic devices are permitted.
- You may not look at notes in between exams. The testing area must be clear of all items except the allowed scratch paper, a pencil, and scientific calculator (phones not permitted as calculators).
- You must complete and submit an exam before you open the next exam.
- You must submit your exam before the time limit for that exam. Each exam has a different time limit, exams time will start once you start your exam, pay attention to your time.
- Use the Table of Contents if you want to see a list of the questions and navigate quickly between questions.
- Save each question once you answer it before you go to the next question
- You can go back to any question at anytime before you submit the exam
- **Don't close ProctorFree until you have submitted all of your exams.**

Components of the ProctorFree monitoring system:

- ProctorFree will record your computer screen during the exam. If you have multiple computer monitors, ProctorFree will only allow 1 active monitor to be used. If you open a separate window, browser, or messaging system during the exam, this action will be flagged, and I will be able to see a recording of your actions to determine if you were cheating.
- ProctorFree will record your audio during the exam. If you are talking out loud during the exam, it will be captured and the reviewing personnel will notify us if it is deemed as suspicious activity.
- ProctorFree will use your webcam to video you while you are taking your exam. ID verification will be used to set up your profile. Actions that could be flagged as suspicious include:
 - Walking away from the computer during the exam.
 - Your face not being visible in the recording screen.
 - Frequently looking down, as if searching through your book or notes for answers.
 - Other browser windows or software open on computer.

Professors will provide ProctorFree with information regarding the use of calculators and blank scratch paper/white boards during exams.

Cheating would consist of:

- Using Google to look up your answers.
- Using digital or printed PowerPoints during the exams.
- Using digital, printed, or hand-written notes during that exam
- Using your phone, tablet, second laptop, or another digital device during the exam.
- Messaging someone to discuss questions during the exam.
- Verbally discussing questions with someone during the exam.
- Having someone else take the exam for you.
- Walking away from the computer at any time during the exams
- Leaving the exam in between exams or leaving SAKAI in between exams
- Any other behaviors that compromise the integrity of the testing environment

Instructions for Taking your exams and setting up your account with ProctorFree will be given the first week of class.

Preceptorship Information

Philosophy of Clinical Education

All academic preparation is directed towards the acquisition of the knowledge, technical skills, and attitudes necessary for the practice of the laboratory sciences. Clinical Education is an intrinsic part of the preparation process. This integration develops in two environments: (1) clinical classroom preparation to the maximum extent possible and (2) education which occurs in the clinical settings must be responsive to the student's individual level of academic preparation and readiness. Students are offered clinical rotations in their professional education, allowing them the opportunity to integrate their clinical skills with didactic work.

In selection of clinical sites, the quality of patient care, the enthusiasm of the staff for working with students, and the size of the department or laboratory are all factors carefully considered.

Clinical Affiliates

To view a list of all affiliated facilities, please visit the website below.

<https://www.ttuhsu.edu/health-professions/bachelor-of-science-clinical-laboratory-science/affiliates.aspx>

Affiliate availability is subject to change. A current, updated list of available sites/towns will be provided to the class following completion of the junior year.

CLS Clinical Preceptorship Assignment Policy and Procedure

Policy:

It is the intent of the CLS program to provide each student with a meaningful clinical laboratory preceptorship experience. The activities of the clinical preceptorship will include, but are not limited to,:

- Bench work under supervision
- Participation in the quality control program
- Attendance at lectures or seminars at the institution
- Observation of other departments in the institution

Students must complete the full requirement hours of the preceptorship rotation. Hours missed due to absences, for any reason, are required to be made up at the discretion and convenience of the affiliate which could affect the student's ability to complete the program or graduate on time.

To provide each student with a clinical experience, students must be assigned to a preceptorship site months in advance to accommodate the affiliate requirements, needs of the student, and needs of the CLS program. The availability of preceptorship sites for the CLS program is based not only on a contractual agreement between the facility providing the preceptorship and the program but on the ability of the affiliate to accommodate a student in a given semester.

TTUHSC guarantees preceptorship placements at a current affiliate associated with TTUHSC. Students are assigned their preceptorship placement through a procedure as described below. **Due to contract policies, students are not allowed to contact current affiliates associated with the CLS program to solicit for placement at their hospital .**

Procedure:

1. Each applicant interviewed will be informed of the preceptorship assignment procedure.

2. Each applicant accepted into the CLS program will be provided an example of the Clinical Preceptorship Assignment Form (CPAF, Appendix B) in their copy of the student handbook. The policy and explanation of the CPAF will be discussed during orientation in August of the junior year.

3. A current up-to-date CPAF is provided to the student in the summer following the completion of the junior year.
4. The completed CPAF is returned by the deadline determined by the Clinical Education Coordinator.
5. The clinical education coordinator will enter the CPAF ranking into a program utilizing the following to make assignments:
 - a. Available contracted clinical slots
 - b. Needs of the affiliate
 - c. Class ranking of student
 - d. Needs of the student
6. Each student will receive two copies of a contract during the summer semester informing them of their clinical preceptorship assignment. The student will have five working days to sign and return one of the provided copies of the contract to the Affiliate Coordinator. A student failing to return the contracts within five working days will forfeit their clinical preceptorship spot.
7. Proof of health insurance must be presented to the Office of Admissions and Student Affairs (806-743-3220) by deadline assigned.
8. Students who are recycling through the program or whose performance at a previous clinical experience was below expectation for the level or training will receive their preceptorship assignment based on availability first, class ranking second, and preference last.

The student is responsible for ALL costs associated with clinical preceptorship experiences including on-boarding fees, transportation, housing, meals, uniforms (scrubs, if required), drug screens, additional criminal background checks required by the facility, and other incidental expenses associated with relocation and/or preceptorship requirements. This could include additional immunizations and titers to check immunity.

TTUHSC Office of Institutional Health (OIH) reviews all immunizations records submitted by students after admittance into our programs. Each student is responsible for complying with requests from OIH regarding facility-specific requirements that could include titers, TB testing, flu shots, boosters, etc.

NOTE: Based on their contracts, each facility has the right to terminate their affiliation with the CLS program up until the student enters their clinical preceptorship. On occasion, a facility will terminate a contract prior to the beginning of the clinical preceptorships. The CLS program will make every effort to find the student another preceptorship spot in that location; however, be aware the only available preceptorship spot may be located in another city or another preceptorship spot may not be available at that time. Any and all expenses in changing a preceptorship site are the responsibility of the student.

Students who are not placed in a preceptorship will go on a waiting list (in order of class rank) and will be placed if, and when, a preceptorship site becomes available.

Appeal of the Preceptorship Assignment:

Upon receiving the contract, the student has five working days to appeal, in writing, the preceptorship assignment. The written appeal with the CPAF and attached documentation will be submitted to the Program Director who will forward the appeal to the Preceptorship Assignment Appeal Committee. The committee will meet within seven working days to review the appeal. Upon reviewing the appeal(s), the committee will provide a written report within three working days to the Program Director. The Program Director will inform the student of the final decision.

Clinical Preceptorship Grade Policy

Clinical Preceptorship I will be on campus in the fall of the 2nd year. Successful completion of this course will allow the student to matriculate to Clinical Preceptorship II and III.

The student must meet or exceed to Minimum Passing Score on each End-of Rotation test, a 70% or better on any practical exams given, a 60% or above on the professional evaluation, and demonstrate all tasks at the PAS level to successfully complete HPCS 4741, Clinical Preceptorship II, and HPCS 4842, Clinical Preceptorship III.

If any student fails to make a 70% or better on a practical exam, the Clinical Instructor should notify the Clinical Education Coordinator immediately. Documentation of Student Counseling and remediation plan will be noted on the Student Counseling Report. If the student fails the second attempt of a End-of Rotation test or practical, a remediation plan may be developed by the Clinical Education Coordinator, Education Coordinator/Clinical Instructor, Program Director, and university and clinical faculty. Remediation may include extension of the clinical rotation. An extension of the clinical rotation may be required. This could prevent or delay a student's graduation from the program. Failure to meet or exceed the MPS on a third End-of Rotation test or practical (in the same or a different rotation) may result in dismissal from the program.

****If a student fails to meet or exceed the MPS on one End-of Rotation test in a rotation they will receive an email warning from the Clinical Education Coordinator. The failure to meet or exceed the MPS on a second End-of Rotation test in the same or another rotation will result in counseling and a written warning from the Program Director and may include required remediation. Failure to meet or exceed the MPS on a third End-of Rotation test in the same or another rotation may result in dismissal from the program.**

Attendance Policy

The department and program affiliates are required to document attendance. Students must clock in and out daily in Trajecsys. Daily attendance and promptness are absolute requirements of the program. Absence is excused only by permission of the Clinical Education Coordinator and Education Coordinator. All absences must be made up. For example, if a student is assigned 15 days in a department, they must complete those fifteen days. An "I" for incomplete will be given for the final grade until the entire 15 days is completed. Student may be required to register for a subsequent semester course (at student cost) to make up excused absences and complete requirements for the program. Make-up days can occur during student holiday periods such as Spring Break and after the scheduled preceptorship. In the cases of multiple absences or extended absence due to medical reasons, a physician's statement will be required. Document absences and the make-up schedule on the Student Absence Report Form.

Certification

After graduation, you will be eligible to take a national certification examination offered by the American Society of Clinical Pathologists (ASCP) Board of Certification: Medical Laboratory Scientist (MLS).

- Granting of the Bachelor of Clinical Laboratory Science degree is not contingent upon the student passing the certification exam.

Application for the exam is provided well in advance of the application deadline. The Affiliate Coordinator will provide reminders of the deadline. The ASCP exam fee can be found on the website.

<https://www.ascp.org/content/board-of-certification>

Additional Student Policies

Student Success

Students should be mentally and physically prepared to cope with a rigorous curriculum in laboratory sciences. Students should carefully organize their activities in order to succeed. ***The faculty fully expects that each student will devote no less than three hours per week for every academic credit hour they have enrolled for in the department.*** For example, a student taking twelve hours of course work will need to spend thirty-six hours per week studying! That's a full-time job for anyone and students would be well-advised to consider it as such. Those unable to master the program in a healthy manner are encouraged to contact the Program of Assistance for Students (PAS) at (806) 743-1327 or make an arrangement for counseling through the Office of Student Services (806) 743-2300. The department also works with students to develop remediation plans designed to supplement knowledge or skill areas.

The faculty and staff truly want you to succeed. There is no greater satisfaction to the faculty and staff than to hear about the excellent contributions made by our graduates. While we recognize the rigor (and, in fact, foster it), we know a well-earned degree is far more valuable than a token degree from a less challenging program.

Academic Advising

Each student will meet with their academic advisor as stated in the advising syllabus provided on the first day of class. Additional meetings with a student's academic advisor will be scheduled on an as needed basis. The student's responsibilities as an advisee in the advising process are:

- To give thoughtful consideration to personal career goals so that academic and professional goals can be coordinated and discussed with advisor (or other faculty member) as appropriate.
- Schedule appointments and/or contacts during each semester
- Come to appointments on time and prepared
- Accept responsibility for your decisions and actions
- Be open to developing and clarifying your personal values and goals

Student Counseling

In the event that the Clinical Education Coordinator and/or Clinical Instructor deems an event necessary of disciplinary action, a Student Counseling Report must be completed and signed by the student, Clinical Instructor, and Clinical Education Coordinator. The original is forwarded to the university and the Education Coordinator retains a copy. The following are examples of events that would require counseling: tardiness, unexcused absences, demonstration of poor professionalism, retake of an exam, and poor didactic/preceptorship application.

Course Loads and Additional Course Work Policy

Students will not be allowed to do outside course work during scheduled class lecture, lab, or preceptorship hours without the permission of the Program Director. A student must have permission of the Program Director each and every semester to be concurrently enrolled in another program or course in this institution or any other institution.

Student Employment Policy

Students often work outside of class time. In this capacity you are an employee of the institution who hired you and have no affiliation with the Clinical Laboratory Science during work hours. We realize that such work may be essential in order to meet financial obligations. However, ***IN NO CASE SHOULD THE WORK TIME BE SCHEDULED SUCH THAT IT WILL INTERFERE WITH YOUR EDUCATION***. This also includes the amount of time you work. There will be no latitude given by the program or any instructor for you to leave class or laboratory early or to miss classes or exams to meet an outside work schedule.

Students are STRONGLY encouraged NOT to exceed more than 20 hours per week during the CLS program.

Student Associations

Clinical Laboratory Science Student Association (CLSSA). The purpose of the CLSSA is to promote professionalism among students majoring in Clinical Laboratory Science to promote awareness of the CLS profession to other students, healthcare professionals, and the general public. The organizations provide services to the community by participating in various service projects (both on and off campus) throughout the year. Education outside the classroom, recruitment, and fund raising are other important activities in which this association participates.

The officers of the CLSSA include a President, Vice President, Social Chair, Treasurer, and two Student Senators. A faculty advisor is appointed by the CLS Program Director. The officers for the 1st year students will be elected by their classmates during November of the first semester and will begin to serve in the elected positions in January of the first year until January of the 2nd year.

Two professional organizations, the American Society of Clinical Laboratory Science (ASCLS) and the American Society of Clinical Pathology (ASCP), encourage student memberships. These organizations are dedicated to representing laboratory personnel and advancing their interests through advocacy, standards setting, education, professional, and personal development. CLS students are encouraged to join the ASCLS with a student membership. Visit <https://www.ascls.org/> to join and learn more about member benefits. The ASCP student membership is complimentary for students who are currently enrolled in an accredited laboratory science program and intend to meet the ASCP Board of Certification eligibility requirements for certification. Visit <https://www.ascp.org/content/> to learn more about membership benefits.

Research Opportunities

Students may conduct research projects as part of their academic curriculum. Such research must be relevant to the student's program of study. The research projects are intended to acquaint the students with proposal development, research design, ethics, identification of resources, and compliance with applicable TTUHSC policies and procedures.

All research projects will have faculty supervision. The Program Director will be responsible for the review and approval of all student research project proposals. A faculty member will be designated as the Principal Investigator, PI. It is expected the PI and students will strive to produce a research project that is worthy of consideration for publication and/or public presentation.

Equipment Use

The laboratory manager and faculty members will determine and implement the proper procedures for the use of all equipment (including computers) and supplies in the laboratories, as well as the amount of supervision needed for the students. This applies to teaching and research.

Students will use only equipment and supplies entrusted to them, and those needed for class assignments, research purposes, or clinical practice.

No equipment or supplies may be used by a student without prior approval and instruction from the faculty.

Any equipment used will be returned to its designated location in clean, sanitary, and good working condition. It is the student's responsibility to learn the proper use of the equipment and take the initiative to report equipment malfunctions. Loss, abuse, theft, or suspected theft of equipment or supplies should be reported to the faculty immediately.

Use of departmental equipment by students is confined to TTUHSC with one exception; removal of departmental equipment may be allowed when it's use is related to official class operations and activities. This removal may be conducted only after express permission is granted by the Program Director and in accordance with the TTUHSC Operating Policy (HSC OP 61.01).

The student will be held financially responsible for the entire replacement cost of the item(s) in the event of damage, loss, or theft.

Students will not remove any program equipment from university facilities for personal use.

Clinical Laboratory Science
Master of Science in Healthcare Administration Track

Rationale: The continued shortage of qualified laboratory personnel is resulting in clinical laboratory scientists with less experience and fewer qualifications being moved into supervisory and management positions within the clinical laboratory. The Master of Science in Healthcare Administration (MSHA) track within the clinical laboratory science program will prepare graduates for entry-level practice in the clinical laboratory with a strong foundation in management theories and practices specifically related to leading and managing a clinical laboratory.

Qualifications: A candidate for the MSHA program must meet prerequisite requirements for the standard option within the CLS program and have been accepted into the CLS program. The minimum overall GPA for a candidate to be considered for the MSHA track is an overall 3.0 GPA on a 4.0 GPA scale. The candidate will apply to the MSHA program in the spring semester of their first year enrolled in the CLS program.

Curriculum: Students accepted into the MSHA program will be required to complete 36 semester hours to meet degree requirements. This will include 27 hours of core requirements within the MSHA program, 6 credit hours of requirements within the Clinical Laboratory Science program, and 3 credit hours within the Molecular Pathology program.

MSHA CURRICULUM AND CORE COURSES
<https://www.ttuhsu.edu/health-professions/master-of-science-healthcare-administration/>

Clinical Laboratory Science
Master of Science in Healthcare Administration Track

Student Agreement Form
Failure to comply with the CLS/MSHA dual degree plan will result in the loss of dual credits for HPCS 4420 and HPCS 4300. Examples of noncompliance include failure to maintain a minimum GPA of 3.0 (CLS classes), sitting out a semester, or not taking the required number of hours per semester.

Student Name (Please print) R#

Date

Student Signature

APPENDIX A
Clinical Laboratory Science
Student Handbook

Department/Student Agreement

The Student Handbook is an important document intended to provide information to help you become acquainted with the Clinical Laboratory Science Program. It is not to be considered a contract. The contents of this handbook may be changed at any time at the discretion of the Program. The program maintains the right to make and change departmental policies as necessary. This publication is available on the School of Health Professions website. Students are responsible for periodically accessing any revisions to the publication online.

Please read the following statements and sign below.

- I am aware the Bachelor of Science in CLS/Traditional program Student Handbook is available on the School of Health Professions website. I understand the policies, rules, and benefits described in it are subject to change at the discretion of the program at any time.
- I am aware, during the course of my enrollment, confidential information may be made available to me such as student information and other related data. I understand this information is critical to the success of the Program and must not be disseminated or used outside of the program premises. Upon leaving the program, whether voluntary or involuntary, I hereby agree not to utilize or exploit this information with any other individual or agency.
- I understand, should the contents of this Handbook be changed in any way, the Program may require an additional signature from me to indicate I am aware of, and understand, any new policies.
- I agree my signature below indicates I understand the above statements and acknowledge my responsibility to read the Bachelor of Science in CLS/Traditional program Student Handbook and be familiar with its contents.

Academic and Clinical Behavior

Students are expected to conduct their behavior in accordance with the following regulations:

- The use of unauthorized written or oral references during examinations (cheating) is prohibited.
- The inadequate citation of references or assistance on papers or class presentations (plagiarism) is prohibited.
- Habitual tardiness, unexcused absences, and/or lack of participation in assigned class activities is prohibited.
- Students will behave in accordance with the Code of Ethics set forth by the School of Health Professions and respective program/professional organizations in the clinical settings or in simulation or demonstration settings in the classroom and/or laboratory.
- Students will comply with all rules and regulations of the clinical facilities to which they are assigned.

I certify I have received a copy of the Bachelor of Science in CLS/Traditional program Student Handbook for my personal use and reference.

I assume responsibility to read, review, and thoroughly understand the rules, regulations, code of ethics, and honor code as outlined in the Student Handbook. I agree to abide by all rules, regulations, and codes while I am a student in the Clinical Laboratory Science program at Texas Tech University Health Sciences Center

Within one week after receipt of this manual, I agree that I am responsible to write an inquiry to the Program Director for clarification of any information in this handbook, including inquiry about consequences for my failure to comply. If I do NOT write an inquiry within one week after receipt, I am declaring I fully understand my responsibilities and any consequences for my failure to meet those responsibilities.

Student Printed name

Student Signature

Date

Department Representative

APPENDIX B
EXAMPLE ONLY

Students will be given an up-to-date CPAF later for official use; this is for informational purposes only and does not reflect affiliate sites available to the current class.

Clinical Preceptorship Assignment Form (CPAF)

CLS Clinical preceptorship begins in January and ends in May of the student's senior year. Assignments are made in advance to accommodate students who may need to make arrangements for moving. It is the student's responsibility to find housing, meet all financial obligations, and arrange for transportation. The preceptorship assignment is based on the information below and the program's available contracted sites.

Indicate your order of preference for each of the sites listed below; 1 is your first preference. Be aware in each location there are a limited number of sites available.

- Abilene, Texas
- Amarillo, Texas
- Bedford, Texas
- Dallas, Texas
- Denton, Texas
- El Paso, Texas
- Lubbock, Texas
- McKinney, Texas
- Midland, Texas
- Odessa, Texas
- Tyler, Texas

APPENDIX C

Clinical Laboratory Science Student Agreement Honor Code

There is a mutual trust between you and the faculty. You promise integrity in work submitted and the faculty presume your honesty. All work submitted to the faculty is assumed and expected to be your own unless credit is given using proper footnoting and bibliographic techniques. Cheating, plagiarizing, falsifying results of study or laboratory results, or any action designed to deceive any member of the faculty are prohibited. This applies not only to examinations but also to all work handed in such as papers, laboratory reports, solutions to problems, practical exams, and computer materials, etc. Instructors have the right to include or exclude what will be covered by the Honor Code in their course. Violations of provisions of the Honor Code are cause for disciplinary action imposed as determined by the School of Health Professions Academic Misconduct Policy. It is also your duty to behave in a manner that will discourage other students from violation of the Honor Code.

The addendum is a pledge by the students who are taking an on-line course or will be using on-line testing. The pledge states:

1. I will not divulge my username or password to anyone.
2. I, and only I, will post answers to course assignments using my username and password
3. I, and only I, will take the online exams using my username and password.
4. I understand the online exams are closed book and I will not refer to my textbook, or any other references, while taking the exams unless indicated by the professor.
5. I will not print all or part of any exam.
6. I will not divulge the content of the on-line exams to any other student, whether enrolled in the course or not.
7. I understand work submitted to meet the requirements of one course cannot be submitted to meet the requirements of a second course without the permission of both instructors.
8. I understand violation of this code will constitute an honors violation and that I will be subject to the appropriate sanctions as described in the [Texas Tech University Health Sciences Center Institutional Student Handbook 2021-2022](#).

Printed name

Date

Student signature

APPENDIX D

Technical Standards

The Clinical Laboratory Science Programs (CLS), to include traditional as well as second degree & post-baccalaureate certificate, at Texas Tech University Health Sciences Center, are vigorous and intense programs placing specific professional, intellectual, physical and social requirements, and demands on the students enrolled in the programs. An objective of these programs is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals with physical and psychosocial impairments. The essential functions set forth by the CLS programs establishes the essential qualities considered necessary for students admitted to these programs to achieve the knowledge, skills, and competencies for entry-level practice. Ability to meet these essential functions is required for admission to the CLS programs and must be maintained throughout the terms a student is enrolled in the respective program. These standards are subject to amendment based on changes in health care/scope of practice.

Accepted applicants for CLS' education programs will be required to verify they understand and meet these essential functions or they believe the standards can be met with reasonable accommodations.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully in our program. Any student with a disability who is accepted to the CLS program must contact the 504 coordinator in the TTUHSC Office of Student Services as soon as possible. The coordinator will evaluate the student, confirm the stated condition qualifies as a disability under applicable laws, and determine what accommodations are reasonable.

There are three separate and distinct components in the curriculum for the CLS programs. There is an academic didactic (classroom) component, a laboratory component, and a clinical/fieldwork/preceptorship/component. Accommodations in place for the didactic component may not be available for the laboratory component and/or clinical/fieldwork/preceptorship/components in the curriculum.

To successfully complete didactic, laboratory, and clinical/fieldwork/preceptorship portions in the CLS programs an individual must meet the following essential functions with or without accommodations:

1. **Mobility:**
 1. The student **must** have adequate gross mobility in order to maneuver in a timely and safe fashion throughout the department.
 2. The student **must be able to lift** his or her arms above shoulder height in order to place or remove items of ten pound or less from shelves.
 3. The student **must be able to bend over at the waist or squat** (waist and knees) in order to place and remove items of ten pounds or less from drawers and cabinets.
2. **Manual Dexterity:** The student **must** have adequate fine motor skills to be able to manipulate small objects in a safe and precise manner. Examples include, but are **not** limited to, being able to operate a computer keyboard, dial a telephone, handle cuvettes, sample cups, pipette tips, reagent vials, pick up glass slides from table top, manipulate tools and instruments used in the clinical laboratory, including a microscope, collect specimens, and use a pen or pencil in order to communicate effectively in writing for coursework and clinical/fieldwork/preceptorship to ensure patient/client safety.
3. **Auditory Acuity:** The student **must** be able to hear well enough to respond to significant sounds in a clinical lab. Examples include, but are **not** limited to, being able to hear signals generated from instrumentation that may indicate normal operating status, critical sample value, or equipment malfunction, and being able to hear and follow verbal instruction from a coworker or supervisor in order to ensure patient safety. (National Patient Safety Goals NPSG)
4. **Verbal Communication Skills:** The student must be able to orally communicate professionally to persons on the telephone or other health care workers listening specifically to the student in person to ensure patient safety. (National Patient Safety Goals NPSG)
5. **Visual Acuity to read, write, discern colors, and use a microscope:** The student **must** have adequate eyesight such that they can recognize and distinguish gradients of color such as on a urine reagent strip and special stains, read numbers and words either on a video display screen, computer printout, or legible handwriting, and interpret lines and points on graphs and charts to ensure patient safety.
6. **Intellectual, Conceptual, Integrative, and Quality Skills:** The student **must** possess the ability to develop and exhibit organizational problem-solving skills. Specifically, the student must have the ability to measure, calculate, analyze, interpret, synthesize, and evaluate data in a short period of time, have the ability to learn to perform duties and assignments in a timely manner while under stress in a variety of settings, exhibit the maturity to accept feedback, and demonstrate professional conduct in the classroom, laboratory, and at the preceptorship site.
7. **Social Behavior Skills:** Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, clients, and patients'/clients' families during clinical/fieldwork/preceptorship and academic interactions. Demonstrate the ability to adjust to changing situations and uncertainty in academic and clinical/fieldwork/preceptorship situations. Conduct oneself in an ethical and legal manner demonstrating honesty, integrity, and professionalism in all interactions and situations.

Printed name

Date

Student signature

CLS - Traditional Important Contacts and Campus Information

(806) 743-3252
Fax: (806) 743-4470

SHP Academic Calendar

<https://www.ttuhschool.edu/health-professions/academic-calendar/default.aspx>

TTUHSC SHP reserves the right to make calendar changes in the best interest of the faculty, students, and academic programs.

Faculty and Staff

Faculty: <https://www.ttuhschool.edu/health-professions/bachelor-of-science-clinical-laboratory-science/faculty.aspx>
Staff: <https://www.ttuhschool.edu/health-professions/bachelor-of-science-clinical-laboratory-science/staff.aspx>

Office Hours and Appointments

Faculty office hours by appointment only.

Class Hours

TTUHSC Campus classes may be scheduled anytime from 7:30 a. m. until 5:30 p.m. Monday through Friday.

Accreditation

Accrediting Agency: *NAACLS*
5600 N. River Road Suite 720
Rosemont, IL 60018
(733) 714-8880 Fax (773) 714-8886

SHP Office of Admissions and Student Affairs

Admissions: <https://www.ttuhschool.edu/health-professions/admissions/>

SHP Administration

Administration: <https://www.ttuhschool.edu/health-professions/administration/default.aspx>
Department Chairs: https://www.ttuhschool.edu/health-professions/administration/department_chair.aspx

SHP Administrative Staff

Administrative Staff: https://www.ttuhschool.edu/health-professions/administration/administrative_staff.aspx

CLS - Traditional Overview of Program

Overview of Clinical Laboratory Science Traditional Program

The Program accepts one class per year, beginning in the fall semester. Students are required to complete a two-year curriculum.

The CLS traditional curriculum consists of:

- (1) On-campus classes and laboratory sessions in the TTUHSC student laboratories. These courses are taught by Clinical Laboratory Science faculty and are intended to prepare the CLS student for the clinical preceptorship.
- (2) Clinical Preceptorships in affiliated laboratories. The Education Coordinator, in cooperation with the clinical teaching staff, direct the education of the students at an affiliate site. Clinical faculty are certified medical technologists who will serve to instruct students in the application of theory and principles of patient testing procedures.

The clinical preceptorship begins in January and ends in May of the student's 2nd year. Students are assigned their senior clinical preceptorship site after completion of the second semester of the 1st year. This assignment is made in advance to make the necessary arrangements for moving from Lubbock if required. It is the student's responsibility to find housing, meet all financial obligations, arrange for transportation, and (if desired) seek employment.

Mission Statement

The mission of the Clinical Laboratory Science program is to improve the health of people by producing competent and compassionate laboratory scientists by providing a high quality and relevant education with an emphasis on scholarly activity, research, patient care and service, in order to meet the educational and clinical needs of the communities of West Texas, Texas, and the United States.

Vision Statements

The vision of the Program in Clinical Laboratory Science is to earn regional and national recognition for excellence in undergraduate education. We will progress toward achieving this vision by:

- providing students with a broad educational background by utilizing a variety of education resources and experiences,
- providing a strong curriculum based on current needs,
- maintaining the level and quality of instruction in the clinical laboratory science courses by including the latest in technological advances,
- developing in students the professional attitudes and ethics required of clinical laboratory professionals,
- educating students on the merits of continuing professional development,
- providing the region and the State of Texas with graduate clinical laboratory scientists who can function at career entry level and who can assume leadership roles as health professionals.

Departmental Organizational Structure

Chairperson

The Chairperson is directly responsible for departmental functions including: serving as a liaison between the departmental personnel and the university administration, conducting performance evaluations, determining merit salary, assigning staff (secretaries and clinic coordinators) duties; mediating all personnel and/or student grievances; assigning and determining space utilization; coordinating faculty meetings; administering all departmental budgets and accounts payable with recommendation from the Program Directors; determining course instructors; appointing committees; coordinating tenure and/or promotion applications; executing disciplinary actions per the University Operating Procedures Handbook; and reports to the School of Health Professions Dean.

Program Director

The Program Director is responsible for the day-to-day operations of the academic programs and clinical operations. Duties include serving as the first point of contact for grievances, course scheduling, and facilities management; participating with the chairperson in annual performance appraisals; monitoring curricular requirements in accordance with NAACLS maintaining outcome data for the academic and clinical programs; managing the department's Quality Improvement processes; reviewing students' academic records; and monitoring budgetary matters. Other duties may be assigned by the Chairperson.

Assistant Program Director

The Assistant PD assists the Program Director in duties associated with oversight of the program curriculum including assessment and evaluation of effectiveness. The APD also assists the Program Director in monitoring requirements in accordance with NAACLS. Additional duties include recruitment activities, student advisement, and the admissions process.

Clinical Education Coordinator

The Clinical Education Coordinator assists the Program Director with matters regarding the affiliates. Duties include developing clinical affiliation agreements (i.e., contracts), assigning students to clinical sites, and meeting regularly with affiliate education coordinators. Other duties may be assigned by the Program Directors or Chairperson.

Laboratory Manager

The Laboratory Manager is responsible for setting up student laboratory sessions, phlebotomy instruction, instrument maintenance and troubleshooting, and managing day to day operations of the laboratory. The Lab Manager also assists the students in technique and theory behind individual laboratory sessions. Other duties may be assigned by the Program Director.

Admissions Committee

The committee serves to review all undergraduate and graduate applications into the respective programs of study (i.e., pre-professional and graduate), coordinate graduate applicant interviews; recommend admission or denial to the Chairperson; maintain statistical information relative to student indices (e.g. grade point averages, etc.); execute all admission policies per faculty approval; and report to the Chairperson at each faculty meeting.

Advisory Committee

The Clinical Laboratory Science advisory committee meets as needed to review curriculum and discuss evaluation of each program's effectiveness. Evaluation of program effectiveness includes student course evaluations, employer's surveys, national certification scores, and faculty input regarding curriculum and the admissions criteria for each program. The committee provides a unique perspective in the field of laboratory medicine.

CLS Program Affective Objectives

The student shall:

1. Follow biosafety regulations by practicing proper disposal of biohazardous material, as evidenced by complying with established safety regulations.
2. Exhibit interest in the laboratory assignments and lecture discussions through participation.
3. Help maintain a neat, clean, and orderly work area in all laboratories without being asked.
4. Demonstrate proper care and use of laboratory equipment, as evidenced by lack of breakage.
5. Attend classroom and laboratory sessions regularly and punctually.
6. Demonstrate preparedness for the laboratory by following directions and completing the tasks assigned with little need for additional instructions.
7. Cooperate by communicating with and helping other students.
8. Exhibit assurance and confidence in performing laboratory tasks.
9. Demonstrate integrity by recognizing and repeating questionable tests.
10. Act responsibly.
11. Accept instruction and constructive criticism in a mature manner.
12. Show respect for other students, instructors, and patients.
13. Comply with the stated dress codes.
14. Demonstrate interprofessionalism through respect, collaboration, and appropriate communication with other healthcare professionals

Career Entry Competency Goals of the Program

At entry level, the medical laboratory scientist will possess the entry-level competencies necessary to perform the full range of clinical laboratory tests in areas such as Clinical Chemistry, Hematology/Hemostasis, Immunology, Immunohematology/Transfusion Medicine, Microbiology, Urine and Body Fluid Analysis, and Laboratory Operations, and other emerging diagnostics, and will play a role in the development and evaluation of test systems and interpretive algorithms.

The medical laboratory scientist will have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed or performed.

At entry level, the medical laboratory scientist will have the following basic knowledge and skills in:

- A. Application of safety and governmental regulations and standards as applied to clinical laboratory science;
- B. Principles and practices of professional conduct including the significance of continuing professional development;
- C. Communications sufficient to serve the needs of patients, the public, and members of the health care team.
- D. Principles and practices of administration and supervision as applied to clinical laboratory science;
- E. Educational methodologies and terminology sufficient to train/educate users and providers of laboratory services;
- F. Principles and practices of clinical study design, implementation, and dissemination of results.

*Adapted from the Standards for Accredited and Approved Programs for the Medical Laboratory Scientist, 11/2014 NAACLS.

Accreditation

The CLS program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS) 5600 N. River Road, Suite 720, Rosemont, IL 60018

The Texas Tech University Health Sciences Center is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, doctoral, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of the Texas Tech University Health Sciences Center. The commission should be contacted only if there is evidence that appears to support the institution's significant non-compliance with a requirement standard.

A member of the Texas Tech University System, TTUHSC has been accredited by the Southern Association of Colleges and Schools Commission on Colleges as a separate institution from Texas Tech University since 2004. TTUHSC received its reaffirmation of accreditation from SACSCOC in 2019. The next reaffirmation is scheduled for 2029.

For more information on ASCP, visit their Website at <https://www.ascp.org/content/>

CLS - Traditional Curriculum

CLS Curriculum Information

Integrative Curriculum

The Clinical Laboratory Science Program utilizes a curriculum that is focused upon integrative, comprehensive learning. This type of curriculum is developed in such a manner that learners are evaluated in a frequent and comprehensive manner encouraging application of skills across multiple disciplines and providing weekly or bi-weekly evaluation of comprehensive knowledge and skills.

Curriculum Components

The CLS Curriculum consists of weekly examinations, homework assignments, forum discussions, course specific projects and requirements, as well as midterm and final exams.

Clinical Laboratory Science Course Sequence

The following courses are offered once each year in the semester listed and must be taken in sequence unless granted permission by the course director and Program Director.

<https://www.ttuhscc.edu/health-professions/bachelor-of-science-clinical-laboratory-science/>

CLS Honors Courses

Some of the courses in the Clinical Laboratory Science (CLS) Program are designated as Honors Courses so students can continue their contract agreement with the Honors College to enroll in at least six to nine hours of honors credit at the junior and senior levels. Basic prerequisites include enrollment in Honors College with intent to graduate with honors. Honors students enrolled in the Clinical Laboratory Science Program needing additional honors hours through the Honors College will complete a research project involving the investigation of a unique clinical subject such as autopsy, physician shadowing and instruction, or in an advanced area of laboratory science. The project will include library research, reading assignments, observation, reporting of findings, writing a paper, and presentation of the student's work. Honors scholarships from other campuses do not transfer to the HSC.

CLS - Traditional Professional Conduct

Expectations, policies, and responsibilities of CLS students

Attendance Policy

For face-to-face classroom: students are expected to attend all lectures, laboratory exercises, and exams. Students are expected to notify the Program Coordinator by e-mail or telephone (at 806-743-3252 or lauren.mahrous@ttuhsc.edu) **PRIOR** to missing a lecture, laboratory experience, or exam. Notification of other faculty, staff, or friend is NOT acceptable.

In addition, a student who arrives to lecture or lab more than 5 minutes late and has NOT contacted the appropriate Program Coordinator prior to class will be considered to have an unexcused absence. A student who arrives to an exam more than 5 minutes late and has NOT contacted the appropriate program coordinator prior to that exam will receive a grade of zero on that exam.

Each unexcused class and/or absence will result in a grade of no higher than 70% on the integrative review for the missed class following the period of absence. For each question missed, points will be deducted from the starting grade of 70%.

Excused absences will be granted for illness or a crisis situation involving the student or the student's immediate family. Written documentation as evidence for the crisis incident is required. The Program Director will evaluate other situations that may constitute a valid excuse for absence on a case-by-case basis. Examples of UNEXCUSED absences include: oversleeping, time conflicts with work schedules, family reunions, vacations, and other types of social events.

Excessive tardiness or absences are considered when issues of professionalism and/or remediation arise. When excessive absences at any point in the semester, jeopardize a student's standing in a class, the instructor informs the student and Program Director of this fact. Excessive absences will be defined as a student missing 20% or more of class. For example, missing 2-weeks worth of material (class time, exams, assignments, preceptorship) of a 7-week course is excessive. This is cause for a student being dropped from class and a grade of Withdraw Failing (WF) assigned.

FOR ALL STUDENTS PLEASE NOTE:

If a student cannot take an exam at the scheduled time and place, the student must notify the Program Coordinator **PRIOR** to the scheduled exam start time in order to be eligible to be granted an excused absence and thereby be allowed to make up the exam. A grade of "zero" will be given if an examination is missed due to an unexcused absence. Make-up for a missed exam will be determined by the Course Instructor.

Dress Code

Members of the faculty and staff have the authority and responsibility to maintain responsible standards of student dress and grooming within their respective classrooms, laboratories, offices, and other areas of public presentations. The dress code reflects professional integrity and special needs of the individual classes. Professional dress is expected of students at all times. Example of **unacceptable** attire includes, but is not limited to, the following:

- halter tops
- spaghetti straps
- midriffs
- short shorts
- short skirts
- clothing items with excessive rips and tears
- exercise attire

Student's hair shall be clean and well-groomed. It is recommended that long hair be pulled back while in the lab. All hair colors shall be natural hair colors. Bright or neon colors and extreme hairstyles are prohibited.

Any tattoos or body piercing(s) on a student must not be visible to others. Female and male students may wear earrings or studs. This prohibition on visible body piercing includes, but is not limited to, facial studs, facial rings, clear spacers, tongue bars, ear gauges or plugs.

Note: Specific laboratory attire (scrubs or long pants) is required by the Course Instructor. Students are **REQUIRED** to wear the provided lab coat over street attire or scrubs. Form-fitting clothing, sandals, open-toed shoes, and heels (3 inches or higher) must NOT be worn because of potential foot injury from breakage of glassware or spills of corrosive materials. Failure to comply will result in immediate removal from the lab and will result in an unexcused absence.

The student should check with the faculty member regarding appropriate attire prior to the activity or special event. **Shorts, old jeans, T-shirts, and similar casual attire are not appropriate for trips off-campus or when a guest speaker has been invited to campus for a laboratory or classroom presentation.**

For clinical observations and preceptorship, information regarding specific dress codes of the clinical sites will be provided by the affiliate site, Affiliate Coordinator, or the Clinical Education Coordinator.

Since the HSC is a public institution in which there are large numbers of patients and visitors present in many areas of the building, standards of dress should reflect good judgment as to the appropriate clothing that is comfortable, professional and that, particularly in the laboratory area, meets safety standards.

At all times students must wear name badges. Failure to do so may result in a request to leave the grounds and will result in an unexcused absence.

Professional Behavior in the Classroom, Laboratory and Clinical Setting

According to the Nonacademic Misconduct Policy of the School of Health Professions, all students are expected to exhibit professional conduct in all academic and clinical settings. Students are expected to conduct themselves in a manner that insures all students have the opportunity to learn and participate. Course instructor, lab manager, staff, or safety officer may dismiss a student due to non-compliance. There will be no opportunity to make up missed course, lab, or clinical work in these instances.

Students shall behave in a way that is respectful to the instructor and to fellow students. Students shall conduct themselves in a way that facilitates learning for all students. Any behavior interfering with these opportunities is considered inappropriate.

Inappropriate behavior may result in a request for the student to leave the class, lab, or clinic setting. After the first incident of inappropriate behavior the instructor will discuss the behavior with the student. The behavior and behavioral counseling will be documented utilizing the student counseling form and will become a part of the student's file. A second occurrence of inappropriate behavior will invoke the procedure for resolution of an incident of nonacademic misconduct as outlined in the SHP policy beginning with referral of the incident to the Program Director. Unprofessional behavior may lead to dismissal from the program. In addition, eating or drinking is not allowed in the student laboratories.

Students will participate in laboratory sessions in a variety of circumstances. In most instances you will work individually, but you may also work as part of a pair or a team. In some instances, a team leader or supervisor will direct student work with faculty supervision. The purpose of team assignments is to prepare students for cooperative efforts in the clinical laboratory and to give supervisory experience. Students are encouraged to discuss any problems that may arise with the individual faculty member and/or Program Director. These discussions will be held in confidence with the intent of helping each student meet their potential.

Communication and Student Relationships

To maintain an environment that supports the department's educational goals, the relationship between faculty and students should be that of teacher and scholar. The Clinical Laboratory Science program discourages unprofessional relationships which may cause, or create the appearance of, favoritism or unfairness or are exploitive in nature. Such behavior includes, but is not limited to dating, cohabitation, and sexual contact, on or off campus.

It is prohibited for any School of Health Professions student to interact with any patient or client outside of the scope of clinical practice, while the student is enrolled, recycling or on a leave of absence from any program. This includes any and all social networking sites including, but not limited to, Facebook, Twitter, Instagram, LinkedIn, Snapchat, text messaging, and email.

Consensual relationships between a student and a supervisor, patient, or other persons at clinical experience sites constitutes (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety; and (5) questions the validity of consent, any of which impairs the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical experience relationship; (2) exploiting subordinate faculty, staff, employees, students, and the possible professional or academic disadvantage of third parties; and (3) subjecting both TTUHSC, the clinical sites, and the individuals to the risk of liability.

Therefore, the CLS program strictly prohibits any type of relationship as described above whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should relationships develop, faculty, staff, preceptors, and CLS students who become aware of the relationship have the obligation to disclose the existence of the relationship to the Program Director. Furthermore, a relationship between a CLS student and a high school student, or minor, at any clinical site with whom the CLS program has a clinical contract is strictly prohibited during the entire time that the CLS student is enrolled in the CLS program; violation of this prohibition may result in dismissal from the program.

Adapted from TTUHSC OP 70.55 Consensual Relationships - Faculty, Staff, and Residents.

A faculty member is required to participate in teaching, scholarship/research, and clinical/professional service. When a faculty member is not in the classroom or student laboratory session, they are generally participating in scholarship/research, clinical service, or service to the school or university. Due to this type of schedule, it is rare that a faculty member will be in their office until 5:00 p.m. CST each day anticipating a student coming to their office for assistance, concerns, or questions. Therefore, ALL students are encouraged to contact the program or faculty members via email or phone to schedule an appointment to meet. This information is also included in your student handbook, course syllabi, and online at the TTUHSC web address

Please note faculty members are not required to have access to TTUHSC email after work hours (week days) or on the weekend. If you send an email to a program or faculty member during this period of time, the response may be delayed until they return to work. Also, some faculty do not have access to email while performing clinic duties; this may delay responses as well.

Responsibilities of Clinical Laboratory Science Faculty

Faculty

Faculty members in the Clinical Laboratory Science program have specific responsibilities assigned to them on a daily basis. The five major responsibilities include:

- Academic instruction,
- Clinical supervision and practice,
- Scholarly research;
- Departmental, school, institutional, and community service
- Advising students

Faculty members are assigned teaching responsibilities each semester by the Program Director. These assignments are based in part upon the faculty member's expertise, professional interest, and research. On occasion, a faculty member may be instructed to teach a course that he or she has not taught in the past due to scheduling problems or a faculty shortage in one or more areas of our program. Nevertheless, every effort is made to ensure the quality of instruction.

Near the end of each semester, the faculty members are assessed by their students in every class and in every supervisory relationship. These assessments are reviewed by the respective Program Directors, Chairperson, and the Dean relative to teaching effectiveness, promotion, tenure, retention, and merit pay. The students' assessments are important to the department and are taken seriously. All assessments are anonymous.

The importance of research cannot be underestimated. Each faculty member is expected to contribute to a scholarly profession through publications, presentations, workshops, consultations, and reviews.

Each faculty member is also assigned numerous service responsibilities. These include regular departmental faculty meetings and committee meetings within the department, school, and institution. On the average, faculty members attend at least two of these meetings per month and spend considerable time outside of the meetings working on assigned projects. Other service roles are demonstrated through participation in professional organizations on local, regional, or national levels.

Another important aspect of each faculty member's position is advising. Each faculty member counsels students on topics such as career opportunities, research, comprehensive examinations, post graduate education, certification, or any other topic related to academia. Faculty members have asked that you email for an appointment if you would like to meet to make sure they are available. Faculty members are also sometimes very helpful in advising students in nonacademic areas. If you are experiencing problems adjusting to the demands of being a student you can obtain help by contacting the Office of Student Affairs at (806) 743-2300 or <https://www.ttuhsc.edu/student-affairs/default.aspx>

CLS - Traditional Academic Policies and Progression

Academic Standards

It is the policy of the TTUHSC School of Health Professions Clinical Laboratory Science program to use the SHP grading criteria. Please refer to **SHP grading criteria**.

Within the Clinical Laboratory Science Program, it is each instructor's responsibility and right to assign weight to assignments, exams, and laboratory exercises in the appropriate manner to determine the level of mastery of the subject indicates the specified number of percentage points out of 100. Your final grade will be calculated from your performance in lecture, laboratory (when appropriate), and other assignments. You must pass each component with a 70% or higher to pass any core course. Any component having a grade of less than 70% will result in a grade assignment of "D" for the course. Any component having a grade of less than 60% will result in a grade assignment of "F" for the course. Please refer to **Attendance Policy** regarding unexcused absences and tardiness.

Warning for Poor Academic Performance

A student who is failing in any didactic/clinical course will be notified in writing by the Program Director and/or advisor at the midterm of the academic period. A student who is failing any clinical experience will be notified in writing by the Clinical Education Coordinator and co-signed by the Program Director. Copies of all warning letters will be placed in the student's file.

Remediation

Remediation plans will be developed for students placed on academic probation. Options for remediation will be determined by the faculty, approved by the Program Director or designee, and include, but are not limited to,:

- Individual tutoring with a program faculty member.
- Individual tutoring with a student who is performing well in the program.
- Repeating or extending clinical experiences.
- Participating in faculty-directed group study.
- Preparing a research paper or project.
- Completing assignments pertinent to areas needing remediation.
- Repeating examinations

All meetings with the student regarding remediation will be documented to reflect student's understanding of and willingness to cooperate with the plan. Routine follow-up counseling with the student is scheduled to assess and document compliance, progress, and outcome of the remediation plan. Failure to successfully complete remediation as assigned will result in dismissal.

Probation

Causes for academic probation are:

1. Failure to maintain a cumulative GPA of 2.5 in any semester in the program,
2. A student accepts remediation due to failure of a component in a single course,
3. A grade of "D" or "F" in any one course. The course must be repeated at the next course offering.

*A core course may be repeated only once. A student will not be allowed to matriculate into the next course in the sequence, or to the senior curriculum, or clinical preceptorship, until all courses have a grade of "C" or above.
4. Failure to attain minimal skill levels in required clinical competencies as determined by the clinical instructor and clinical education coordinator

*CLS Core Courses: HPCS 3400, HPCS 3405, HPCS 3455, HPCS 3470, HPCS 3450, HPCS 3460, HPCS 3465, HPCS 4480, HPCS 3310, HPCS 4105, HPCS 4405, HPCS 4420, HPCS 4455, HPCS 4440, HPCS 4741, HPCS 4842

Dismissal of Students

A student enrolled in the CLS programs is subject to dismissal for any of the following reasons:

- a. Complaint of misconduct as stated in the TTUHSC code of conduct <https://hscweb.ttuhsu.edu/health-professions/current/handbooks.aspx>
- b. The student does not meet the competencies in clinical practicum in the specified manner and time.
- c. The student in any clinical practicum acts in any manner detrimental to the safety or well-being of a client, patient, other students, or faculty.
- d. The student does not maintain minimum academic performance requirements of the program.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. In addition, a student enrolled in the CLS program is subject to dismissal for any of the following reasons:

1. Poor academic performance:
 - a. Failure to raise cumulative GPA to 2.5 upon completion of the semester of probation,
 - b. A grade of "D" in a core course (see above) while on probation.
 - c. A grade of "D" or below in a repeated course.
 - d. A grade of "D" or below in two or more core courses in the same semester.
2. Violation of the academic and non-academic policies of the School of Health Professions.
3. Failure to successfully complete remediation as assigned.
4. Removal from a preceptorship (academic or non-academic reasons) may result in a dismissal.

Audit Policy

A student allowed to recycle is required to audit all core courses for which they have received prior credit in their specific program of study. A student auditing a class is required to adhere to the program attendance policy and participate in class assignments, integrative review exams, and comprehensive final examinations. Auditing students are required to have a cumulative average of 70% for their weekly exams and pass the comprehensive final exam with a 70% or higher. If a student auditing a class does not pass the comprehensive final examination with a 70% or higher, that student will correct the examination by including a reference that corrects each incorrect question. Failure to comply with the terms of the revised curriculum plan, which includes auditing courses, may result in loss of preceptorship assignment until the terms of the plan are deemed complete.

CLS - Traditional Technology Requirements

Electronic Devices

A personal laptop or desktop computer is required to take exams and submit assignments (i.e. weekly exams and homework assignments for each course to be submitted through the HUB (Sakai)).

All students are responsible for ensuring that his/her laptop is in good working order. A student may contact our Educational Technology department at (806) 743-3117 for assistance or email shp.techsupport@ttuhsc.edu

Do not rely on wireless connection during an exam. Ethernet cables must be used during exams.

Recommendations for Laptop Computers:

- Processor: Intel or AMD processor, 2.0 GHz or greater
- Operating System: Windows 8 or later; Mac OSX10.10 or greater
- Memory (RAM): 4 GB RAM or greater
- Storage: 256 GB hard drive or greater
- Network: Built-in LAN and 802.11 Dual Band Wi-Fi
- Note: For testing purposes, if the laptop does not have a built-in network port, an ethernet-to-usb adapter or ethernet-to-thunderbolt adapter will need to be purchased and used during exams.

We are using a 3rd party proctoring service for online proctoring of examinations, below are the requirements for **internet**:

1. Upload: 1 Mbps
2. Download: 2 Mbps
3. An active broadband internet connection is assumed since the examinations are done online.
4. Tethering and HotSpots are not supported.

Proctor service requirements for **cameras**:

1. Proctor service does not officially support computers with more than one (1) integrated camera. Microsoft Surfaces, 2-in-1 Laptop/Tablet, and Smart Phone devices fall in this category. (A Surface Pro with the most up to date Windows software will work).
2. Any web camera that ONLY has drivers for Windows Vista or below will not work.
3. Phones cannot be used with the proctor service.

- All students are responsible for ensuring that their laptop is in good working order. A student may contact our ET department at (806) 743-3117 for assistance.
- Do not rely on wireless connection during an exam. Ethernet cables must be used during exams.
- Student laptop carrying cases will not be allowed near the student's seat but will be placed at the back of the room prior to the start of the exam. Please make sure your laptop case is labeled with your name.
- TTUHSC is not responsible for the security of any electronic items.
- PC users with known computer problems must contact our ET department.
- **Cellular phone/electronic device** (not including laptops). **Use of cellular phone is not permitted during class, lab (unless approved by instructor in the lab), or exams.** This includes use of such devices for speaking, texting, instant messaging, and/or internet use. This does not include use of computers for taking notes in class. As a student and a future professional, use of such devices is unprofessional behavior in class, lab, and clinical situations. Please be advised that you can be subject to disciplinary actions as defined by the instructor.
- All electronic devices including, but not limited to,: MP3 players, iPods, and watches must be **turned off** and placed in backpack/bag when students are in class, lab, or exams

CLS - Traditional Testing Policy and Procedures

ProctorFree

You will be using Proctor Free, a third-party proctoring service, for all of your exams. This service uses AI software and personnel who review each of your exams to flag indiscretions that occur during the exam to determine if you are cheating. Things you need to consider: Open Note/Open Book will **NOT** be allowed. You will be allowed to have scratch paper, a pencil and calculator for some of the exams

Basic Examination Rules:

Once you begin your testing session, you may not take a break, go to the bathroom, or leave your computer. **Your microphone will need to be on; be sure to test in a quiet area alone without interruptions (no music, TV, etc).**

- Cell phones must be turned off or out of the room. No smart watches or other electronic devices are permitted.
- You may not look at notes in between exams. The testing area must be clear of all items except the allowed scratch paper, a pencil, and scientific calculator (phones not permitted as calculators).
- You must complete and submit an exam before you open the next exam.
- You must submit your exam before the time limit for that exam. Each exam has a different time limit, exams time will start once you start your exam, pay attention to cyour time.
- Use the Table of Contents if you want to see a list of the questions and navigate quickly between questions.
- Save each question once you answer it before you go to the next question
- You can go back to any question at anytime before you submit the exam
- **Don't close ProctorFree until you have submitted all of your exams.**

Components of the ProctorFree monitoring system:

- ProctorFree will record your computer screen during the exam. If you have multiple computer monitors, ProctorFree will only allow 1 active monitor to be used. If you open a separate window, browser, or messaging system during the exam, this action will be flagged, and I will be able to see a recording of your actions to determine if you were cheating.
- ProctorFree will record your audio during the exam. If you are talking out loud during the exam, it will be captured and the reviewing personnel will notify us if it is deemed as suspicious activity.
- ProctorFree will use your webcam to video you while you are taking your exam. ID verification will be used to set up your profile. Actions that could be flagged as suspicious include:
 - Walking away from the computer during the exam.
 - Your face not being visible in the recording screen.
 - Frequently looking down, as if searching through your book or notes for answers.
 - Other browser windows or software open on computer.

Professors will provide ProctorFree with information regarding the use of calculators and blank scratch paper/white boards during exams.

Cheating would consist of:

- Using Google to look up your answers.
- Using digital or printed PowerPoints during the exams.
- Using digital, printed, or hand-written notes during that exam
- Using your phone, tablet, second laptop, or another digital device during the exam.
- Messaging someone to discuss questions during the exam.
- Verbally discussing questions with someone during the exam.
- Having someone else take the exam for you.
- Walking away from the computer at any time during the exams
- Leaving the exam in between exams or leaving SAKAI in between exams
- Any other behaviors that compromise the integrity of the testing environment

Instructions for Taking your exams and setting up your account with ProctorFree will be given the first week of class.

CLS - Traditional Preceptorship Information

Philosophy of Clinical Education

All academic preparation is directed towards the acquisition of the knowledge, technical skills, and attitudes necessary for the practice of the laboratory sciences. Clinical Education is an intrinsic part of the preparation process. This integration develops in two environments: (1) clinical classroom preparation to the maximum extent possible and (2) education which occurs in the clinical settings must be responsive to the student's individual level of academic preparation and readiness. Students are offered clinical rotations in their professional education, allowing them the opportunity to integrate their clinical skills with didactic work.

In selection of clinical sites, the quality of patient care, the enthusiasm of the staff for working with students, and the size of the department or laboratory are all factors carefully considered.

Clinical Affiliates

To view a list of all affiliated facilities, please visit the website below.

<https://www.ttuhsu.edu/health-professions/bachelor-of-science-clinical-laboratory-science/affiliates.aspx>

Affiliate availability is subject to change. A current, updated list of available cities/towns will be provided to the class following completion of the junior year.

CLS Clinical Preceptorship Assignment Policy and Procedure

Policy:

It is the intent of the CLS program to provide each student with a meaningful clinical laboratory preceptorship experience. The activities of the clinical preceptorship will include, but are not limited to,:

- Bench work under supervision
- Participation in the quality control program
- Attendance at lectures or seminars at the institution
- Observation of other departments in the institution

Students must complete the full requirement hours of the preceptorship rotation. Hours missed due to absences, for any reason, are required to be made up at the discretion and convenience of the affiliate which could affect the student's ability to complete the program or graduate on time.

To provide each student with a clinical experience, students must be assigned to a preceptorship site months in advance to accommodate the affiliate requirements, needs of the student, and needs of the CLS program. The availability of preceptorship sites for the CLS program is based not only on a contractual agreement between the facility providing the preceptorship and the program but on the ability of the affiliate to accommodate a student in a given semester.

Facilities throughout the United States are used for clinical experience. TTUHSC guarantees preceptorship placements at a current affiliate associated with TTUHSC. Students are assigned their preceptorship placement through a procedure as described below. **Due to contract policies, students are not allowed to contact current affiliates associated with the CLS program to solicit for placement at their hospital.**

Procedure:

1. Each applicant interviewed will be informed of the preceptorship assignment procedure.
2. Each applicant accepted into the CLS program will be provided an example of the Clinical Preceptorship Assignment Form (CPAF, Appendix B) in their copy of the student handbook. The policy and explanation of the CPAF will be discussed during orientation in August of the junior year.
3. A current up-to-date CPAF is provided to the student in the summer following the completion of the junior year.
4. Students indicate their preference for placement on the CPAF. The completed CPAF is returned by the deadline determined by the Clinical Education Coordinator.
5. The clinical education coordinator will enter the CPAF ranking into a program utilizing the following to make assignments:
 - a. Available contracted clinical slots
 - b. Needs of the affiliate
 - c. Class ranking of student
 - d. Needs of the student
6. Each student will receive two copies of a contract during the summer semester informing them of their clinical preceptorship assignment. The student will have five working days to sign and return one of the provided copies of the contract to the Affiliate Coordinator. A student failing to return the contracts within five working days will forfeit their clinical preceptorship spot.
7. Proof of health insurance must be presented to the Office of Admissions and Student Affairs (806-743-3220) by deadline assigned.
8. Students who are recycling through the program or whose performance at a previous clinical experience was below expectation for the level or training will receive their preceptorship assignment based on availability first, class ranking second, and preference last.

The student is responsible for ALL costs associated with clinical preceptorship experiences including on-boarding fees, transportation, housing, meals, uniforms (scrubs, if required), drug screens, additional criminal background checks required by the facility, and other incidental expenses associated with relocation and/or preceptorship requirements. This could include additional immunizations and titers to check immunity. TTUHSC Office of Institutional Health (OIH) reviews all immunizations records submitted by students after admittance into our programs. Each student is responsible for complying with requests from OIH regarding facility-specific requirements that could include titers, TB testing, flu shots, boosters, etc.

NOTE: Based on their contracts, each facility has the right to terminate their affiliation with the CLS program up until the student enters their clinical preceptorship. On occasion, a facility will terminate a contract prior to the beginning of the clinical preceptorships. The CLS program will make every effort to find the student another preceptorship spot in that location; however, be aware the only available preceptorship spot may be located in another city or another preceptorship spot may not be available at that time. Any and all expenses in changing a preceptorship site are the responsibility of the student. Students who are not placed in a preceptorship will go on a waiting list (in order of class rank) and will be placed if, and when, a preceptorship site becomes available.

Appeal of the Preceptorship Assignment:

Upon receiving the contract, the student has five working days to appeal, in writing, the preceptorship assignment. The written appeal with the CPAF and attached documentation will be submitted to the Program Director who will forward the appeal to the Preceptorship Assignment Appeal Committee. The committee will meet within seven working days to review the appeal. Upon reviewing the appeal(s), the committee will provide a written report within three working days to the Program Director. The Program Director will inform the student of the final decision.

Clinical Preceptorship Grade Policy

Clinical Preceptorship I will be on campus in the fall of the 2nd year. Successful completion of this course will allow the student to matriculate to Clinical Preceptorship II and III.

The student must meet or exceed to Minimum Passing Score on each End-of Rotation test, a 70% or better on any practical exams given, a 60% or above on the professional evaluation, and demonstrate all tasks at the PAS level to successfully complete HPCS 4741, Clinical Preceptorship II, and HPCS 4842, Clinical Preceptorship III.

If any student fails to make a 70% or better on a practical exam, the Clinical Instructor should notify the Clinical Education Coordinator immediately. Documentation of Student Counseling and remediation plan will be noted on the Student Counseling Report.

If the student fails the second attempt of a End-of Rotation test, a remediation plan may be developed by the Clinical Education Coordinator, Education Coordinator/Clinical Instructor, Program Director, and university and clinical faculty. Remediation may include extension of the clinical rotation. An extension of the clinical rotation may be required. This could prevent or delay a student's graduation from the program.

Failure to meet or exceed the MPS on a third End-of Rotation test (in the same or a different rotation) may result in dismissal from the program.

****If a student fails to meet or exceed the MPS on one End-of Rotation test in a rotation they will receive an email warning from the Clinical Education Coordinator. The failure to meet or exceed the MPS on a second End-of Rotation test in the same or another rotation will result in counseling and a written warning from the Program Director and may include required remediation. Failure to meet or exceed the MPS on a third End-of Rotation test in the same or another rotation may result in dismissal from the program.**

Attendance Policy

The department and program affiliates are required to document attendance. Students must clock in and out daily in Trajecsys. Daily attendance and promptness are absolute requirements of the program. Absence is excused only by permission of the Clinical Education Coordinator and Education Coordinator. All absences must be made up. For example, if a student is assigned 15 days in a department, they must complete those fifteen days. An "I" for incomplete will be given for the final grade until the entire 15 days is completed. Student may be required to register for a subsequent semester course (at student cost) to make up excused absences and complete requirements for the program. Make-up days can occur during student holiday periods such as Spring Break and after the scheduled preceptorship. In the cases of multiple absences or extended absence due to medical reasons, a physician's statement will be required. Document absences and the make-up schedule on the Student Absence Report Form.

CLS - Traditional Certification

Certification

After graduation, you will be eligible to take a national certification examination offered by the American Society of Clinical Pathologists (ASCP) Board of Certification:

Medical Laboratory Scientist (MLS).

- Granting of the Bachelor of Clinical Laboratory Science degree is not contingent upon the student passing the certification exam.

Application for the exam is provided well in advance of the application deadline. The Affiliate Coordinator will provide reminders of the deadline. The ASCP exam fee can be found on the website.

<https://www.ascp.org/content/board-of-certification>

CLS - Traditional Additional Student Policies

Student Success

Students should be mentally and physically prepared to cope with a rigorous curriculum in laboratory sciences. Students should carefully organize their activities in order to succeed. **The faculty fully expects that each student will devote no less than three hours per week for every academic credit hour they have enrolled for in the department.** For example, a student taking twelve hours of course work will need to spend thirty-six hours per week studying! That's a full-time job for anyone and students would be well-advised to consider it as such. Those unable to master the program in a healthy manner are encouraged to contact the Program of Assistance for Students (PAS) at (806) 743-1327 or make an arrangement for counseling through the Office of Student Services (806) 743-2300. The department also works with students to develop remediation plans designed to supplement knowledge or skill areas.

The faculty and staff truly want you to succeed. There is no greater satisfaction to the faculty and staff than to hear about the excellent contributions made by our graduates. While we recognize the rigor (and, in fact, foster it), we know a well-earned degree is far more valuable than a token degree from a less challenging program.

Academic Advising

Each student will meet with their academic advisor as stated in the advising syllabus provided on the first day of class. Additional meetings with a student's academic advisor will be scheduled on an as needed basis. The student's responsibilities as an advisee in the advising process are:

- To give thoughtful consideration to personal career goals so that academic and professional goals can be coordinated and discussed with advisor (or other faculty member) as appropriate.
- Schedule appointments and/or contacts during each semester
- Come to appointments on time and prepared
- Accept responsibility for your decisions and actions
- Be open to developing and clarifying your personal values and goals

Student Counseling

In the event that the Clinical Education Coordinator and/or Clinical Instructor deems an event necessary of disciplinary action, a Student Counseling Report must be completed and signed by the student, Clinical Instructor, and Clinical Education Coordinator. The original is forwarded to the university and the Education Coordinator retains a copy. The following are examples of events that would require counseling: tardiness, unexcused absences, demonstration of poor professionalism, retake of an exam, and poor didactic/preceptorship application.

Course Loads and Additional Course Work Policy

Students will not be allowed to do outside course work during scheduled class lecture, lab, or preceptorship hours without the permission of the Program Director. A student must have permission of the Program Director each and every semester to be concurrently enrolled in another program or course in this institution or any other institution.

Student Employment Policy

Students often work outside of class time. In this capacity you are an employee of the institution who hired you and have no affiliation with the Clinical Laboratory Science during work hours. We realize that such work may be essential in order to meet financial obligations. However, **IN NO CASE SHOULD THE WORK TIME BE SCHEDULED SUCH THAT IT WILL INTERFERE WITH YOUR EDUCATION**. This also includes the amount of time you work. There will be no latitude given by the program or any instructor for you to leave class or laboratory early or to miss classes or exams to meet an outside work schedule.

Students are STRONGLY encouraged NOT to exceed more than 20 hours per week during the CLS program.

Student Associations

Clinical Laboratory Science Student Association (CLSSA). The purpose of the CLSSA is to promote professionalism among students majoring in Clinical Laboratory Science to promote awareness of the CLS profession to other students, healthcare professionals, and the general public. The organizations provide services to the community by participating in various service projects (both on and off campus) throughout the year. Education outside the classroom, recruitment, and fund raising are other important activities in which this association participates.

The officers of the CLSSA include a President, Vice President, Social Chair, Treasurer, and two Student Senators. A faculty advisor is appointed by the CLS Program Director. The officers for the 1st year students will be elected by their classmates during November of the first semester and will begin to serve in the elected positions in January of the first year until January of the 2nd year.

Two professional organizations, the American Society of Clinical Laboratory Science (ASCLS) and the American Society of Clinical Pathology (ASCP), encourage student memberships. These organizations are dedicated to representing laboratory personnel and advancing their interests through advocacy, standards setting, education, professional, and personal development. CLS students are encouraged to join the ASCLS with a student membership. Visit <https://www.ascls.org/> to join and learn more about member benefits. The ASCP student membership is complimentary for students who are currently enrolled in an accredited laboratory science program and intend to meet the ASCP Board of Certification eligibility requirements for certification. Visit <https://www.ascp.org/content/> to learn more about membership benefits.

Research Opportunities

Students may conduct research projects as part of their academic curriculum. Such research must be relevant to the student's program of study. The research projects are intended to acquaint the students with proposal development, research design, ethics, identification of resources, and compliance with applicable TTUHSC policies and procedures.

All research projects will have faculty supervision. The Program Director will be responsible for the review and approval of all student research project proposals. A faculty member will be designated as the Principal Investigator, PI. It is expected the PI and students will strive to produce a research project that is worthy of consideration for publication and/or public presentation.

Equipment Use

The laboratory manager and faculty members will determine and implement the proper procedures for the use of all equipment (including computers) and supplies in the laboratories, as well as the amount of supervision needed for the students. This applies to teaching and research.

Students will use only equipment and supplies entrusted to them, and those needed for class assignments, research purposes, or clinical practice.

No equipment or supplies may be used by a student without prior approval and instruction from the faculty.

Any equipment used will be returned to its designated location in clean, sanitary, and good working condition. It is the student's responsibility to learn the proper use of the equipment and take the initiative to report equipment malfunctions. Loss, abuse, theft, or suspected theft of equipment or supplies should be reported to the faculty immediately.

Use of departmental equipment by students is confined to TTUHSC with one exception; removal of departmental equipment may be allowed when it's use is related to official class operations and activities. This removal may be conducted only after express permission is granted by the Program Director and in accordance with the TTUHSC Operating Policy (HSC OP 61.01).

The student will be held financially responsible for the entire replacement cost of the item(s) in the event of damage, loss, or theft.

Students will not remove any program equipment from university facilities for personal use.

APPENDIX A
Clinical Laboratory Science
Student Handbook

Department/Student Agreement

The Student Handbook is an important document intended to provide information to help you become acquainted with the Clinical Laboratory Science Program. It is not to be considered a contract. The contents of this handbook may be changed at any time at the discretion of the Program. The program maintains the right to make and change departmental policies as necessary. This publication is available on the School of Health Professions website. Students are responsible for periodically accessing any revisions to the publication online.

Please read the following statements and sign below.

- I am aware the Bachelor of Science in CLS/Traditional program Student Handbook is available on the School of Health Professions website. I understand the policies, rules, and benefits described in it are subject to change at the discretion of the program at any time.
- I am aware, during the course of my enrollment, confidential information may be made available to me such as student information and other related data. I understand this information is critical to the success of the Program and must not be disseminated or used outside of the program premises. Upon leaving the program, whether voluntary or involuntary, I hereby agree not to utilize or exploit this information with any other individual or agency.
- I understand, should the contents of this Handbook be changed in any way, the Program may require an additional signature from me to indicate I am aware of, and understand, any new policies.
- I agree my signature below indicates I understand the above statements and acknowledge my responsibility to read the Bachelor of Science in CLS/Traditional program Student Handbook and be familiar with its contents.

Academic and Clinical Behavior

Students are expected to conduct their behavior in accordance with the following regulations:

1. The use of unauthorized written or oral references during examinations (cheating) is prohibited.
2. The inadequate citation of references or assistance on papers or class presentations (plagiarism) is prohibited.
3. Habitual tardiness, unexcused absences, and/or lack of participation in assigned class activities is prohibited.
4. Students will behave in accordance with the Code of Ethics set forth by the School of Health Professions and respective program/professional organizations in the clinical settings or in simulation or demonstration settings in the classroom and/or laboratory.
5. Students will comply with all rules and regulations of the clinical facilities to which they are assigned.

I certify I have received a copy of the Bachelor of Science in CLS/Traditional program Student Handbook for my personal use and reference.

I assume responsibility to read, review, and thoroughly understand the rules, regulations, code of ethics, and honor code as outlined in the Student Handbook. I agree to abide by all rules, regulations, and codes while I am a student in the Clinical Laboratory Science program at Texas Tech University Health Sciences Center

Within one week after receipt of this manual, I agree that I am responsible to write an inquiry to the Program Director for clarification of any information in this handbook, including inquiry about consequences for my failure to comply. If I do NOT write an inquiry within one week after receipt, I am declaring I fully understand my responsibilities and any consequences for my failure to meet those responsibilities.

Student Printed name

Student Signature

Date

Department Representative

APPENDIX B
EXAMPLE ONLY

Students will be given an up-to-date CPAF later for official use; this is for informational purposes only and does not reflect affiliate sites available to the current class.

Clinical Preceptorship Assignment Form (CPAF)

CLS Clinical preceptorship begins in January and ends in May of the student's senior year. Assignments are made in advance to accommodate students who may need to make arrangements for moving. It is the student's responsibility to find housing, meet all financial obligations, and arrange for transportation. The preceptorship assignment is based on the information below and the program's available contracted sites.

Indicate your order of preference for each of the sites listed below; 1 is your first preference. Be aware in each location there are a limited number of sites available.

- Abilene, Texas
- Amarillo, Texas
- Bedford, Texas
- Dallas, Texas
- Denton, Texas
- El Paso, Texas
- Lubbock, Texas
- McKinney, Texas
- Midland, Texas
- Odessa, Texas
- Tyler, Texas

APPENDIX C
Clinical Laboratory Science
Student Agreement Honor Code

There is a mutual trust between you and the faculty. You promise integrity in work submitted and the faculty presume your honesty. All work submitted to the faculty is assumed and expected to be your own unless credit is given using proper footnoting and bibliographic techniques. Cheating, plagiarizing, falsifying results of study or laboratory results, or any action designed to deceive any member of the faculty are prohibited. This applies not only to examinations but also to all work handed in such as papers, laboratory reports, solutions to problems, practical exams, and computer materials, etc. Instructors have the right to include or exclude what will be covered by the Honor Code in their course. Violations of provisions of the Honor Code are cause for disciplinary action imposed as determined by the School of Health Professions Academic Misconduct Policy. It is also your duty to behave in a manner that will discourage other students from violation of the Honor Code.

The addendum is a pledge by the students who are taking an on-line course or will be using on-line testing. The pledge states:

1. I will not divulge my username or password to anyone.
2. I, and only I, will post answers to course assignments using my username and password
3. I, and only I, will take the online exams using my username and password.
4. I understand the online exams are closed book and I will not refer to my textbook, or any other references, while taking the exams unless indicated by the professor.
5. I will not print all or part of any exam.
6. I will not divulge the content of the on-line exams to any other student, whether enrolled in the course or not.
7. I understand work submitted to meet the requirements of one course cannot be submitted to meet the requirements of a second course without the permission of both instructors.
8. I understand violation of this code will constitute an honors violation and that I will be subject to the appropriate sanctions as described in the [Texas Tech University Health Sciences Center Institutional Student Handbook 2021-2022](#).

Printed name Date

Student signature

APPENDIX D

Technical Standards

The Clinical Laboratory Science Programs (CLS), to include traditional as well as second degree & post-baccalaureate certificate, at Texas Tech University Health Sciences Center, are vigorous and intense programs placing specific professional, intellectual, physical and social requirements, and demands on the students enrolled in the programs. An objective of these programs is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals with physical and psychosocial impairments. The essential functions set forth by the CLS programs establishes the essential qualities considered necessary for students admitted to these programs to achieve the knowledge, skills, and competencies for entry-level practice. Ability to meet these essential functions is required for admission to the CLS programs and must be maintained throughout the terms a student is enrolled in the respective program. These standards are subject to amendment based on changes in health care/scope of practice.

Accepted applicants for CLS' education programs will be required to verify they understand and meet these essential functions or they believe the standards can be met with reasonable accommodations.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully in our program. Any student with a disability who is accepted to the CLS program must contact the 504 coordinator in the TTUHSC Office of Student Services as soon as possible. The coordinator will evaluate the student, confirm the stated condition qualifies as a disability under applicable laws, and determine what accommodations are reasonable.

There are three separate and distinct components in the curriculum for the CLS programs. There is an academic didactic (classroom) component, a laboratory component, and a clinical/fieldwork/preceptorship/component. Accommodations in place for the didactic component may not be available for the laboratory component and/or clinical/fieldwork/preceptorship/components in the curriculum

To successfully complete didactic, laboratory, and clinical/fieldwork/preceptorship portions in the CLS programs an individual must meet the following essential functions with or without accommodations:

1. **Mobility:**

1. The student **must** have adequate gross mobility in order to maneuver in a timely and safe fashion throughout the department.
2. The student **must** be able to lift his or her arms above shoulder height in order to place or remove items of ten pound or less from shelves.
3. The student **must** be able to bend over at the waist or squat (waist and knees) in order to place and remove items of ten pounds or less from drawers and cabinets.

2. **Manual Dexterity:** The student **must** have adequate fine motor skills to be able to manipulate small objects in a safe and precise manner. Examples include, but are **not** limited to, being able to operate a computer keyboard, dial a telephone, handle cuvettes, sample cups, pipette tips, reagent vials, pick up glass slides from table top, manipulate tools and instruments used in the clinical laboratory, including a microscope, collect specimens, and use a pen or pencil in order to communicate effectively in writing for coursework and clinical/fieldwork/preceptorship to ensure patient/client safety.

3. **Auditory Acuity:** The student **must** be able to hear well enough to respond to significant sounds in a clinical lab. Examples include, but are **not** limited to, being able to hear signals generated from instrumentation that may indicate normal operating status, critical sample value, or equipment malfunction, and being able to hear and follow verbal instruction from a coworker or supervisor in order to ensure patient safety. (National Patient Safety Goals NPSG)

4. **Verbal Communication Skills:** The student must be able to orally communicate professionally to persons on the telephone or other health care workers listening specifically to the student in person to ensure patient safety.(National Patient Safety Goals NPSG)

5. **Visual Acuity to read, write, discern colors, and use a microscope:** The student **must** have adequate eyesight such that they can recognize and distinguish gradients of color such as on a urine reagent strip and special stains, read numbers and words either on a video display screen, computer printout, or legible handwriting, and interpret lines and points on graphs and charts to ensure patient safety.

6. **Intellectual, Conceptual, Integrative, and Quality Skills:** The student **must** possess the ability to develop and exhibit organizational problem-solving skills. Specifically, the student must have the ability to measure, calculate, analyze, interpret, synthesize, and evaluate data in a short period of time, have the ability to learn to perform duties and assignments in a timely manner while under stress in a variety of settings, exhibit the maturity to accept feedback, and demonstrate professional conduct in the classroom, laboratory, and at the preceptorship site.

7. **Social Behavior Skills:** Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, clients, and patients'/clients' families during clinical/fieldwork/preceptorship and academic interactions. Demonstrate the ability to adjust to changing situations and uncertainty in academic and clinical/fieldwork/preceptorship situations. Conduct oneself in an ethical and legal manner demonstrating honesty, integrity, and professionalism in all interactions and situations.

Printed name

Date

Student signature

Master of Science in Molecular Pathology

MP Program

(806) 743-3257
Fax: (806) 743-4470

Molecular Pathology Academic Calendar

SHP Academic Calendar:

<https://www.ttuhsu.edu/health-professions/academic-calendar/default.aspx>

TTUHSC SHP reserves the right to make calendar changes in the best interest of the faculty, students and academic programs.

Faculty and Staff

Faculty: <https://www.ttuhsu.edu/health-professions/master-of-science-molecular-pathology/faculty.aspx>
Staff: <https://www.ttuhsu.edu/health-professions/master-of-science-molecular-pathology/staff.aspx>

Office Hours and Appointments

Faculty office hours by appointment only.

Class Hours

TTUHSC Campus classes may be scheduled anytime from 7:30 a. m. until 5:30 p.m. Monday through Friday.

Accreditation

Accrediting Agency: NAACLS
5600 N. River Road Suite 720
Rosemont, IL 60018
(733) 714-8880 Fax (773) 714-8886

SHP Office of Admissions and Student Affairs

Admissions: <https://www.ttuhsu.edu/health-professions/admissions/>

SHP Administration

Administration: <https://www.ttuhsu.edu/health-professions/administration/default.aspx>
Department Chairs: https://www.ttuhsu.edu/health-professions/administration/departments_chair.aspx

SHP Administrative Staff

Administrative Staff: https://www.ttuhsu.edu/health-professions/administration/administrative_staff.aspx

Overview of the Molecular Pathology Program

The Program accepts one class per year, beginning in the summer semester. Students are required to complete a one-year curriculum. Completion of the curriculum according to the policies set forth by the State of Texas and the School of Health Professions will culminate in the award of the Master of Science in Molecular Pathology. This curriculum consists of:

1. On-campus classes and laboratory sessions in the TTUHSC student laboratories. These courses are taught by Molecular Pathology faculty and guest speakers and are intended to prepare students for the clinical preceptorship. Some classes are delivered online and taught by Molecular Pathology faculty.
2. Online classes. Several courses will be administered online.
3. A graduate-level research project. This project is designed to give students the experience of performing diagnostic molecular research and presenting the data in various forms.
4. Clinical Preceptorships in affiliated laboratories. The Clinical Education Coordinator in cooperation with the clinical teaching staff direct the education of the students at the affiliate site. Clinical faculty will serve to instruct students in the application of theory and principles to patient testing procedures. The clinical preceptorship begins in March and ends in May. Students are assigned their clinical preceptorship site during the fall semester. This assignment is made in advance so students can make arrangements for moving. It is the student's responsibility to find housing, meet all financial obligations, arrange for transportation, and seek employment (if desired).

Mission Statement

The mission of the Molecular Pathology program is to improve the health of people by producing competent and compassionate molecular scientists by providing a high quality relevant education with an emphasis on scholarly activity, research, patient care and service, in order to meet the educational and clinical needs of the communities of West Texas, Texas, and the nation.

Vision Statements

The vision of the Program in Molecular Pathology is to earn regional and national recognition for excellence in graduate education. We will progress toward achieving this vision by:

- providing students with a specific educational background in molecular testing by utilizing a variety of education resources and experiences,
- providing a strong curriculum based on current needs,
- maintaining the level and quality of instruction in the molecular science courses by including the most recent technological advances,
- developing in students the professional attitudes and ethics required of laboratory professionals,
- educating students on the merits of continuing professional development,
- providing the region and the State of Texas with molecular scientists who can function at career entry level and who can assume leadership roles as health professionals.

Departmental Organizational Structure

Chairperson

The Chairperson is directly responsible for departmental functions including: serving as a liaison between the departmental personnel and the university administration, conducting performance evaluations, determining merit salary, assigning staff (secretaries and clinic coordinators) duties; mediating all personnel and/or student grievances; assigning and determining space utilization; coordinating faculty meetings; administering all departmental budgets and accounts payable with recommendation from the Program Directors; determining course instructors; appointing committees; coordinating tenure and/or promotion applications; executing disciplinary actions per the University Operating Procedures Handbook; and reports to the School of Health Professions Dean.

Program Director

The Program Directors are responsible for the day-to-day operations of the academic programs and clinical operations. Duties include serving as the first point of contact for grievances, course scheduling, and facilities management; participating with the chairperson in annual performance appraisals; monitoring curricular requirements in accordance with NAACLS maintaining outcome data for the academic and clinical programs; managing the department's Quality Improvement processes; reviewing students' academic records; and monitoring budgetary matters. Other duties may be assigned by the Chairperson.

Assistant Program Director

The Assistant PD assists the Program Director in duties associated with oversight of the program curriculum including assessment and evaluation of effectiveness. The APD also assists the Program Director in monitoring requirements in accordance with NAACLS. Additional duties include recruitment activities, student advisement, and the admissions process.

Clinical Education Coordinator

The Clinical Education Coordinator assists the Program Director with matters regarding the affiliates. Duties include developing clinical affiliation agreements (i.e., contracts), assigning students to clinical sites, and meeting regularly with affiliate education coordinators. Other duties may be assigned by the Program Directors or Chairperson.

Laboratory Manager

The Laboratory Manager is responsible for setting up student laboratory sessions, instrument maintenance and troubleshooting, and managing day to day operations of the laboratory. The Lab Manager also assists the students in technique and theory behind individual laboratory sessions. Other duties may be assigned by the Program Director.

Admissions Committee

The committee serves to review all undergraduate and graduate applications into the respective programs of study (i.e., pre-professional and graduate), coordinate graduate applicant interviews; recommend admission or denial to the Chairperson; maintain statistical information relative to student indices (e.g. grade point averages, etc.); execute all admission policies per faculty approval; and report to the Chairperson at each faculty meeting.

Advisory Committee

The Molecular Pathology advisory committee meets to assess to review curriculum and discuss evaluation of each program's effectiveness. Evaluation of program effectiveness includes student course evaluations, employer's surveys, national certification scores, and faculty input regarding curriculum and the admissions criteria for each program. The committee provides a unique perspective in the field of laboratory medicine.

Program Goals

It is the primary goal of the TTUHSC Molecular Pathology program to provide excellent graduate professional education in molecular pathology; it is the ultimate goal of the Molecular Pathology program to prepare students for career entry positions as diagnostic molecular laboratory professionals. The Molecular Pathology preceptorship will enhance a student's knowledge in the clinical aspect of molecular diagnostics and in the application of laboratory theory and technique. The program goals are as follows:

1. To provide students with a broad educational background by using a variety of educational resources and experiences.
2. To provide a strong graduate curriculum based on current needs.
3. To maintain the level and quality of instruction in the molecular science courses by including the latest in technological advances.
4. To develop in students the professional attitudes and ethics required of molecular scientists.
5. To educate students in the merits of continuing professional development.
6. To provide the region served by the program with graduate diagnostic molecular scientists who can function at career entry levels and who can assume leadership roles as health professionals.

Program Affective Objectives

The student shall:

1. Follow biosafety regulations by practicing proper disposal of biohazardous material, as evidenced by complying with established safety regulations.

2. Exhibit interest in the laboratory assignments and lecture discussions through participation.
3. Help maintain a neat, clean, and orderly work area in all laboratories without being asked.
4. Demonstrate proper care and use of laboratory equipment, as evidenced by lack of breakage.
5. Attend classroom and laboratory sessions regularly and punctually.
6. Demonstrate preparedness for the laboratory by following directions and completing the tasks assigned with little need for additional instructions.
7. Cooperate by communicating with and helping other students.
8. Exhibit assurance and confidence in performing laboratory tasks.
9. Demonstrate integrity by recognizing and repeating questionable tests.
10. Act responsibly.
11. Accept instruction and constructive criticism maturely.
12. Show respect for other students, instructors, and patients.
13. Comply with the stated dress codes.
14. Demonstrate interprofessionalism through respect, collaboration and appropriate communication with other healthcare professionals.

Career Entry Competency Goals of the Program

It is the ultimate goal of the program to prepare students for career entry positions as molecular scientists. Thus specific professional competencies focused on pre-analytical, analytical, and post-analytical knowledge are expected of graduates. The program strives, through educational methods, to incorporate all facets of quality laboratory practice into the students' professional development. At career entry, the Diagnostic Molecular Scientist will be able to demonstrate entry level competencies such as:

1. Evaluating and monitoring methods of collection, transport and handling of various specimen types for molecular analysis;
2. Applying principles, practices and applications of molecular based testing for clinical laboratory testing purposes;
3. Performing appropriate techniques utilizing instrumentation for molecular analysis and correlating results with acquired, inherited and infectious diseases;
4. Complying with and performance of preventive and corrective maintenance programs for instruments and equipment, as well as troubleshooting and evaluating appropriate actions for problem resolution;
5. Investigating and implementing procedures as a result of studies on new technologies, procedures or diagnostic correlations in molecular science;
6. Applying principles of quality control which evaluate data for necessity of repeat analysis, correlation with disease states, organism identification and disease diagnosis;
7. Applying principles of quality assurance and performing measurements to assure validity and accuracy of laboratory data generated;
8. Complying with laws, regulations and accrediting standards as well as guidelines of relevant governmental and non-governmental agencies;
9. Utilizing resource management strategies to maintain optimal laboratory efficiency;
10. Exercising established procedures for general laboratory safety, biohazard containment and waste disposal;
11. Demonstrating leadership, professional and ethical conduct and interpersonal skills for clients, healthcare professionals and the public;
12. Formulating a strategic plan for professional career development.

*Adapted from the Standards for Accredited and Approved Programs for the Diagnostic Molecular Scientist, 11/2018 NAACLS.

Accreditation

The MP program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS) 5600 N. River Road Suite 720, Rosemont, IL 60018.

The Texas Tech University Health Sciences Center is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, doctoral, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of the Texas Tech University Health Sciences Center. The commission should be contacted only if there is evidence that appears to support the institution's significant non-compliance with a requirement standard.

A member of the Texas Tech University System, TTUHSC has been accredited by the Southern Association of Colleges and Schools Commission on Colleges as a separate institution from Texas Tech University since 2004. TTUHSC received its reaffirmation of accreditation from SACSCOC in 2009. The next reaffirmation is scheduled for 2029.

Curriculum

Integrative Curriculum

The Molecular Pathology Program utilizes a curriculum that is focused upon integrative, comprehensive learning. This type of curriculum is developed in such a manner that learners are evaluated in a frequent and comprehensive manner that encourages application of skills across multiple disciplines and provides weekly or biweekly evaluation of comprehensive knowledge and skills.

MP Curriculum: <https://www.ttuhsu.edu/health-professions/master-of-science-molecular-pathology/>

Professional Conduct

Attendance Policy

Students are expected to attend all lectures, laboratory exercises, and exams. Students are expected to notify the Program Coordinator for MP (806-743-3257; dina.barhorst@ttuhsc.edu) by e-mail or telephone PRIOR to missing a lecture, laboratory experience, or exam. Notification of other faculty, staff, or friend is NOT acceptable.

In addition, a student who arrives to lecture or lab more than 5 minutes late and has NOT contacted the appropriate Program Coordinator prior to class will be considered to have an unexcused absence. A student who arrives to an exam more than 5 minutes late and has NOT contacted the appropriate Program Coordinator prior to that exam will receive a grade of zero on that exam.

Each unexcused class and/or absence will result in a grade of no higher than 70% on the integrative review for the missed class following the period of absence. For each question missed, points will be deducted from the starting grade of 70%.

Excused absences will be granted for illness or a crisis situation involving the student or the student's immediate family. Written documentation as evidence for the crisis incident is required. The Program Director will evaluate other situations that may constitute a valid excuse for absence on a case-by-case basis. Examples of UNEXCUSED absences include: oversleeping, time conflicts with work schedules, family reunions, vacations, and other types of social events.

Excessive tardiness or absences are considered when issues of professionalism and/or remediation arise. When absences jeopardize a student's standing in a class, the instructor informs the student and Program Director of this fact. Excessive absences will be defined as a student missing 20% or more of class. For example, missing 2-weeks worth of material (class time, exams, assignments, preceptorship) of a 7-week course is excessive. This is cause for a student being dropped from class and a grade of Withdraw Failing (WF) assigned.

FOR ALL STUDENTS PLEASE NOTE:

If a student cannot take an exam at the scheduled time and place, the student must notify the appropriate program coordinator prior to the scheduled exam start time in order to be eligible to be granted an excused absence and thereby be allowed to make up the exam. A grade of "zero" will be given if an examination is missed due to an unexcused absence. Make-up for a missed exam will be determined by the course instructor.

Dress Code

Members of the faculty and staff have the authority and responsibility to maintain responsible standards of student dress and grooming within their respective classrooms, laboratories, offices, and other areas of public presentation. The dress code reflects professional integrity and special needs of the individual classes. Professional dress is expected of students at all times. Example of **unacceptable** attire includes, but is not limited to, the following:

- halter tops
- spaghetti straps
- midriffs
- short shorts
- short skirts
- clothing items with excessive rips or tears
- exercise attire

Student's hair shall be clean and well-groomed. It is recommended that long hair be pulled back while in the lab. All hair colors shall be natural hair colors. Bright or neon colors and extreme hairstyles are prohibited.

Any tattoos or body piercings on a student must not be visible to others. Female and male students may wear earrings or studs. This prohibition on visible body piercing includes, but is not limited to: facial studs, facial rings, clear spacers, tongue bars, ear gauges or plugs.

Note: Specific laboratory attire (scrubs or long pants) is required by the Course Instructor. Students are REQUIRED to wear the provided lab coat over street attire or scrubs. Form-fitting clothing, sandals, open-toed shoes, and heels (3 inches or higher) must NOT be worn because of potential foot injury from breakage of glassware or spills of corrosive materials. Failure to comply will result in immediate removal from the lab and will result in an unexcused absence.

The student should check with the faculty member regarding appropriate attire prior to the activity or special event. **Shorts, old jeans, T-shirts, and similar casual attire are not appropriate for trips off-campus or when a guest speaker has been invited to campus for a laboratory or classroom presentation.**

For clinical observations and preceptorship, information regarding specific dress codes of the clinical sites will be provided by the affiliate site, Preceptorship Coordinator, or the Clinical Education Coordinator.

Since the HSC is a public institution in which there are large numbers of patients and visitors present in many areas of the building, standards of dress should reflect good judgment as to the appropriate clothing that is comfortable, professional and that, particularly in the laboratory area, meets safety standards.

At all times students must wear name badges. Failure to do so may result in a request to leave the grounds and will result in an unexcused absence.

Professional Behavior in the Classroom, Laboratory and Clinical Setting

According to the Nonacademic Misconduct Policy of the School of Health Professions, all students are expected to exhibit professional conduct in all academic and clinical settings. Students are expected to conduct themselves in a manner that insures all students have the opportunity to learn and participate. Course instructor, lab manager, staff, or safety officer may dismiss a student due to non-compliance. There will be no make-up on course or lab work.

Students shall behave in a way that is respectful to the instructor and to fellow students. Students shall conduct themselves in a way that facilitates learning for all students. Any behavior interfering with these opportunities is considered inappropriate.

Inappropriate behavior may result in a request for the student to leave the class, lab, or clinic setting. After the first incident of inappropriate behavior the instructor will discuss the behavior with the student. The behavior and behavioral counseling will be documented utilizing the student counseling form and will become a part of the student's file. A second occurrence of inappropriate behavior will invoke the procedure for resolution of an incident of nonacademic misconduct as outlined in the SHP policy beginning with referral of the incident to the Program Director. Unprofessional behavior may lead to dismissal from the program. In addition, eating or drinking is not allowed in the student laboratories.

Students will participate in laboratory sessions in a variety of circumstances. In most instances you will work individually, but you may also work as part of a pair or a team. In some instances, a team leader or supervisor will direct student work with faculty supervision. The purpose of team assignments is to prepare students for cooperative efforts in the clinical laboratory and to give supervisory experience. Students are encouraged to discuss any problems that may arise with the individual faculty member and/or Program Director. These discussions will be held in confidence with the intent of helping each student meet their potential.

Student Relationships

To maintain an environment that supports the department’s educational goals, the relationship between faculty and students should be that of teacher and scholar. The Molecular Pathology Program discourages unprofessional relationships which may cause, or create the appearance of, favoritism or unfairness or are exploitive in nature. Such behavior includes, but is not limited to,: dating, cohabitation, and sexual contact, on or off campus.

It is prohibited for any School of Health Professions student to interact with any patient or client outside of the scope of clinical practice, while the student is enrolled, recycling, or on a leave of absence from any program. This includes any and all social networking sites including, but not limited to,: Facebook, Twitter, Instagram, LinkedIn, Snapchat, TikTok, text messaging, and email.

Consensual relationships between a student and a supervisor, patient, or other persons at clinical experience sites constitutes (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety; and (5) questions the validity of consent, any of which impairs the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical experience relationship; (2) exploiting subordinate faculty, staff, employees, students, and the possible professional or academic disadvantage of third parties; and (3) subjecting both TTUHSC, the clinical sites, and the individuals to the risk of liability.

Therefore, the MP program strictly prohibits any type of such relationship as described above whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should such relationships develop, faculty, staff, Preceptors, and MP students who become aware of the relationship have the obligation to disclose the existence of the relationship to the Program Director. Furthermore, a relationship between a MP student and a high school student, or minor, at any clinical site with whom the MP program has a clinical contract is strictly prohibited during the entire time that the MP student is enrolled in the MP program; violation of this prohibition may result in dismissal from the program.
Adapted from TTUHSC OP 70.55 Consensual Relationships - Faculty, Staff, and Residents.

Communication

A faculty member is required to participate in teaching, scholarship/research, and clinical/professional service. When a faculty member is not in the classroom or student laboratory session, they are generally participating in scholarship/research, clinical service, or service to the school or university. Due to this type of schedule, it is rare that a faculty member will be in their office until 5:00 p.m. CST each day anticipating a student coming to their office for assistance, concerns, or questions. Therefore, ALL students are encouraged to contact the program or faculty members via email or phone to schedule an appointment to meet. This information is also included in your student handbook, course syllabi, and online at the TTUHSC web address. Please note faculty members are not required to have access to TTUHSC email after work hours (week days) or on the weekend. If you send an email to a

program or faculty member during this period of time, the response may be delayed until they return to work. Also, some faculty do not have access to email while performing clinic duties; this may delay responses as well.

Responsibilities of Molecular Pathology Faculty

Faculty

Faculty members in the Molecular Pathology Program have specific responsibilities assigned to them on a daily basis. The five major responsibilities include:

- Academic instruction,
- Clinical supervision and practice,
- Scholarly research;
- Departmental, school, institutional, and community service
- Advising students

Faculty members are assigned teaching responsibilities each semester by the Program Director. These assignments are based in part upon the faculty member’s expertise, professional interest, and research. On occasion, a faculty member may be instructed to teach a course that he or she has not taught in the past due to scheduling problems or a faculty shortage in one or more areas of our program. Nevertheless, every effort is made to ensure the quality of instruction.

Near the end of each semester, the faculty members are assessed by their students in every class and in every supervisory relationship. These assessments are reviewed by the respective Program Directors, Chairperson, and the Dean relative to teaching effectiveness, promotion, tenure, retention, and merit pay. The students’ assessments are important to the department and are taken seriously. All assessments are anonymous.

The importance of research cannot be underestimated. Each faculty member is expected to contribute to a scholarly profession through publications, presentations, workshops, consultations, and reviews.

Each faculty member is also assigned numerous service responsibilities. These include regular departmental faculty meetings and committee meetings within the department, school, and institution. On the average, faculty members attend at least two of these meetings per month and spend considerable time outside of the meetings working on assigned projects. Other service roles are demonstrated through participation in professional organizations on local, regional, or national levels.

Another important aspect of each faculty member’s position is advising. Each faculty member counsels students on topics such as career opportunities, research, comprehensive examinations, post graduate education, certification, or any other topic related to academia. Faculty members have asked that you email for an appointment if you would like to meet to make sure they are available. Faculty members are also sometimes very helpful in advising students in nonacademic areas. If you are experiencing problems adjusting to the demands of being a student you can obtain help by contacting the Office of Student Affairs at (806) 743-2300 or <https://www.ttuhsoc.edu/student-affairs/default.aspx>

Academic Policies and Progression

Academic Standards

It is the policy of the TTUHSC School of Health Professions Molecular Pathology Program to use the SHP grading criteria. Please refer to **SHP grading criteria**, SHP OP ST.08 <https://hsocweb.ttuhsoc.edu/health-professions/policies.aspx>

Within the Molecular Pathology Program, it is each instructor’s responsibility and right to assign weight to assignments, exams, and laboratory exercises in the appropriate manner to determine the level of mastery of the subject indicates the specified number of percentage points out of 100. Your final grade will be calculated from your performance in lecture, laboratory (when appropriate), and other assignments. You must pass each component with a 70% or higher to pass any core course. *Any component having a grade of less than 70% will result in a grade assignment of “D” for the course. Any component having a grade of less than 60% will result in a grade assignment of “F” for the course. Please refer to **Attendance Policy** regarding unexcused absences and tardiness.

Warning for Poor Academic Performance

A student who is failing in any didactic/clinical course will be notified in writing by the Program Director and/or advisor at the midterm of the academic period. A student who is failing any clinical experience will be notified in writing by the Clinical Education Coordinator and co-signed by the Program Director. Copies of all warning letters will be placed in the student’s file.

Remediation

Options for remediation will be determined by the faculty, approved by the Program Director or designee, and includes, but are not limited to,:

- Individual tutoring with a program faculty member.
- Individual tutoring with a student who is performing well in the program.
- Repeating or extending clinical experiences.
- Participating in faculty-directed group study.
- Preparing a research paper or project.
- Completing assignments pertinent to areas needing remediation.
- Repeating examinations

All meetings with the student regarding remediation will be documented to reflect student’s understanding of, and willingness to, cooperate with the plan. Routine follow-up counseling with the student is scheduled to assess and document compliance, progress, and outcome of the remediation plan. Failure to successfully complete remediation as assigned will result in dismissal.

Probation

Causes for academic probation are:

1. Failure to maintain a cumulative GPA of 2.7 in the initial semester of the program,
2. Failure to attain minimal skill levels in required clinical competencies as determined by the clinical instructor.
3. A grade of “C” in one course in the curriculum.

Dismissal of Students

A student enrolled in the MP program is subject to dismissal for any of the following reasons:

- a. Complaint of misconduct as stated in the TTUHSC code of conduct https://www.ttuhsoc.edu/student-services/documents/HSC_Institutional_Student_Handbook.pdf&nbps;
- b. The student does not meet the competencies in clinical practicum in the specified manner and time.
- c. The student in any clinical practicum acts in any manner detrimental to the safety or well-being of a client, patient, other students, or faculty.
- d. The student does not maintain minimum academic performance requirements of the program.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. In addition a student enrolled in the MP program is subject to dismissal for any of the following reasons:

1. Poor academic performance:
 - Failure to raise cumulative GPA to 2.7 upon completion of the semester of probation,
 - A grade of “C” in 2 or more courses in the curriculum
 - A grade of “D” or “F” in any course
2. Violation of the academic and non-academic policies of the School of Health Professions.
3. Removal from a preceptorship (academic or non-academic reasons) may result in a dismissal.

Audit Policy

A student allowed to recycle is required to audit all core courses for which they have received prior credit in their specific program of study. A student auditing a class is required to adhere to the program attendance policy and participate in class assignments, integrative review exams, and comprehensive final examinations (determined by course director). If a student auditing a class does not pass the comprehensive final examination with a 70% or higher, that student will correct the examination by including a reference that corrects each incorrect question. Failure to comply with the terms of the revised curriculum plan, which includes auditing courses, may result in loss of preceptorship assignment until the terms of the plan are deemed complete.

Technology Requirements

Electronic Devices

Students are required to use a personal laptop computer to take exams and submit homework i.e. weekly exams and homework assignments for each course to be submitted through the HUB (Sakai). They will also be logging into Zoom to attend live classroom sessions. Pre-recorded lectures will be required to be viewed as well.

All students are responsible for ensuring that his/her laptop is in good working order. A student may contact our Educational Technology department at (806) 743-3117 for assistance or email shp.techsupport@ttuhsc.edu

Do not rely on wireless connection during an exam. **Ethernet cables must be used during exams.** If the laptop does not have a built-in network port, an ethernet-to-usb adapter or ethernet-to-thunderbolt adapter will need to be purchased.

Recommendations for Laptop Computers:

Processor: Intel or AMD processor, 2.0 GHz or greater
Operating System: Windows 8 or later; Mac OSX10.10 or greater
Memory (RAM): 4 GB RAM or greater
Storage: 256 GB hard drive or greater
Network: Built-in LAN and 802.11 Dual Band Wi-Fi
Note: For testing purposes, if the laptop does not have a built-in network port, an ethernet-to-usb adapter or ethernet-to-thunderbolt adapter will need to be purchased and used during exams.

We are using a proctor service for online proctoring of examinations, below are the requirements for **internet**:

1. Upload: 1 Mbps
2. Download: 2 Mbps
3. An active broadband internet connection is assumed since the examinations are done online.
4. Tethering and HotSpots are not supported.

Proctor service requirements for **cameras**:

1. Proctor service does not officially support computers with more than one (1) integrated camera. Microsoft Surfaces and 2-in-1 Laptop/Tablet Devices fall in this category (a Surface Pro with the most up to date Windows software will work)
2. Any web camera that ONLY has drivers for Windows Vista or below will not work.
3. Phones cannot be used with the proctor service.

Because of the COVID-19 pandemic, if students are not on campus, a desktop computer is acceptable (as long as it meets the requirements). If we return to campus students will need to have a laptop computer with the above requirements.

All students are responsible for ensuring that their laptop is in good working order. A student may contact our ET department at (806) 7433117 for assistance.

Do not rely on wireless connection during an exam. Ethernet cables must be used during exams.

Student laptop carrying cases will not be allowed near the student's seat but will be placed at the back of the room prior to the start of the exam. Please make sure your laptop case is labeled with your name.

TTUHSC is not responsible for the security of any electronic items.

PC users with known computer problems must contact our ET department.

Cellular phone/electronic device (not including laptops) **use of cellular phone is not permitted during class, lab (unless approved by instructor in the lab), or exams.** This includes use of such devices for speaking, texting, instant messaging, and/or internet use. This does not include use of computers for taking notes in class. As a student and a future professional, use of such devices is unprofessional behavior in class, lab, and clinical situations. Please be advised that you can be subject to disciplinary actions as defined by the instructor. All electronic devices including, but not limited to,; MP3 players, iPods, and watches must be **turned off** and placed in backpack/bag when students are in class, lab, or exams, etc.

Testing Policy and Procedures

ProctorFree

You will be using Proctor Free, a third-party proctoring service, for all of your exams. This service uses AI software and personnel who review each of your exams to flag indiscretions that occur during the exam to determine if you are cheating. Things you need to consider: Open Note/Open Book will **NOT** be allowed. You will be allowed to have scratch paper, a pencil and calculator for some of the exams

Basic Examination Rules:

Once you begin your testing session, you may not take a break, go to the bathroom, or leave your computer. **Your microphone will need to be on; be sure to test in a quiet area alone without interruptions (no music, TV, etc).**

- Cell phones must be turned off or out of the room. No smart watches or other electronic devices are permitted.
- You may not look at notes in between exams. The testing area must be clear of all items except the allowed scratch paper, a pencil, and scientific calculator (phones not permitted as calculators).
- You must complete and submit an exam before you open the next exam.
- You must submit your exam before the time limit for that exam. Each exam has a different time limit, exams time will start once you start your exam, pay attention to your time.
- Use the Table of Contents if you want to see a list of the questions and navigate quickly between questions.
- Save each question once you answer it before you go to the next question
- You can go back to any question at anytime before you submit the exam
- **Don't close ProctorFree until you have submitted all of your exams.**

Components of the ProctorFree monitoring system:

- ProctorFree will record your computer screen during the exam. If you have multiple computer monitors, ProctorFree will only allow 1 active monitor to be used. If you open a separate window, browser, or messaging system during the exam, this action will be flagged, and I will be able to see a recording of your actions to determine if you were cheating.
- ProctorFree will record your audio during the exam. If you are talking out loud during the exam, it will be captured and the reviewing personnel will notify us if it is deemed as suspicious activity.
- ProctorFree will use your webcam to video you while you are taking your exam. ID verification will be used to set up your profile. Actions that could be flagged as suspicious include:
 - Walking away from the computer during the exam.
 - Your face not being visible in the recording screen.
 - Frequently looking down, as if searching through your book or notes for answers.
 - Other browser windows or software open on computer.

Professors will provide ProctorFree with information regarding the use of calculators and blank scratch paper/white boards during exams.

Cheating would consist of:

- Using Google to look up your answers.
- Using digital or printed PowerPoints during the exams.
- Using digital, printed, or hand-written notes during that exam
- Using your phone, tablet, second laptop, or another digital device during the exam.
- Messaging someone to discuss questions during the exam.
- Verbally discussing questions with someone during the exam.
- Having someone else take the exam for you.
- Walking away from the computer at any time during the exams
- Leaving the exam in between exams or leaving SAKAI in between exams
- Any other behaviors that compromise the integrity of the testing environment

Instructions for Taking your exams and setting up your account with ProctorFree will be given the first week of class.

Preceptorship Information

Philosophy of Clinical Education

All academic preparation is directed towards the acquisition of the knowledge, technical skills, and attitudes necessary for the practice of the laboratory sciences. Clinical Education is an intrinsic part of the preparation process. For this reason, extensive integration of classroom learning with experiences in the clinical setting must occur. This integration develops in two environments: (1) clinical classroom preparation to the maximum extent possible and (2) education which occurs in the clinical settings must be responsive to the student's individual level of academic preparation and readiness. Students are offered clinical rotations in their professional education, allowing them the opportunity to continuously integrate their clinical skills with didactic work.

In selection of clinical sites, the quality of patient care, the enthusiasm of the staff for working with students, the testing menu offered, and the size of the department or laboratory are all factors carefully considered.

MP Clinical Affiliates

Some affiliates require an application and interview process.
Additional criminal background checks, urine drug screens, and vaccinations are required for some affiliates.
Additional mandatory costs to the student are incurred for expenses at Mayo Clinic.

To view a list of all affiliated facilities, please visit the website below.
<https://www.ttuhsc.edu/health-professions/master-of-science-molecular-pathology/affiliates.aspx>

Affiliate availability is subject to change. A current, updated list of available cities/towns will be provided to the class after completion of the summer semester.

Molecular Pathology Clinical Preceptorship Assignment Policy and Procedure

Policy:

It is the intent of the MP program to provide each student with a meaningful molecular laboratory preceptorship experience. The activities of the clinical preceptorship include, but are not limited to,:

- Bench work under supervision
- Participation in the quality control program
- Attendance at lectures or seminars at the institution
- Observation of other departments in the institution

To provide each student with a clinical experience students must be assigned to a preceptorship site months in advance to accommodate the affiliate requirements, needs of the student, and needs of the MP program. Currently, the preceptorship sites are located throughout the United States. The availability of preceptorship sites for the MP program is based not only on a contractual agreement between the facility providing the preceptorship (usually a hospital, reference laboratory, or university laboratory) and the program but on the ability of the affiliate to accommodate a student in a given semester. Due to contract policies, students may not contact current affiliates associated with the MP program to solicit for placement at their facility.

Procedure:

1. Each applicant interviewed will be informed of the preceptorship assignment procedure.
2. Each applicant accepted into the MP program will be provided an example of the Clinical Preceptorship Assignment Form (CPAF, Appendix B) in the student handbook. The policy and the explanation of the CPAF will be discussed during orientation in May.
3. A current up-to-date CPAF is provided to the student following completion of the summer semester.
4. The completed CPAF is returned, **along with any documentation the student wants to be considered during the preceptorship assignment process**, by the deadline determined by the clinical education coordinator.
5. The clinical education coordinator will enter the CPAF rankings into a program utilizing the following to make assignments:
 - a. Needs of the affiliate
 - b. Needs of the MP program
 - c. Class ranking of student
 - d. Needs of the student
6. Each student will receive two copies of a contract during the fall semester informing them of their clinical preceptorship assignment. The student will have five working days to sign and return one of the provided copies of the contract to the Affiliate Coordinator. A student failing to return the contracts within five working days will forfeit their clinical preceptorship spot.
7. Proof of health insurance must be presented to the Office of Admissions and Student Affairs by deadline assigned.
8. Students who are recycling through the program or whose performance at a previous clinical experience was below expectations for the level of training will receive their preceptorship assignment based on availability first, class ranking second, and preference last.

The student is responsible for ALL costs associated with clinical preceptorship experiences including on-boarding fees, transportation, housing, meals, uniforms (scrubs, if required), drug screens, additional criminal background checks required by the facility, and other incidental expenses associated with relocation and/or preceptorship requirements. This could include additional immunizations and titers to check immunity.

TTUHSC Office of Institutional Health (OIH) reviews all immunizations records submitted by students after admittance into our programs. Each student is responsible for complying with requests from OIH regarding facility-specific requirements that could include titers, TB testing, flu shots, boosters, etc.

NOTE: Based on their contracts, each facility has the right to terminate their affiliation with the MP program up until the student enters their clinical preceptorship. On occasion, a facility will terminate a contract prior to the beginning of the clinical preceptorships. The MP program will make every effort to find the student another preceptorship spot in that location; however, be aware the only available preceptorship spot may be located in another city or another preceptorship spot may not be available at that time. Any and all expenses in changing a preceptorship site are the responsibility of the student.

Students who are not placed in a preceptorship will go on a waiting list (in order of class rank) and will be placed if, and when, a preceptorship site becomes available.

The Mayo Clinic in Rochester, MN charges \$1000.00 to each student attending preceptorship. The Mayo Clinic selects up to 4 students via an online interview. This is currently the only affiliate to select students and charge a fee directly to the student.

Appeal of the Preceptorship Assignment:

Upon receiving the contract, the student has five working days to appeal in writing the preceptorship assignment. The written appeal with the CPAF and attached documentation will be submitted to the Program Director who will forward the appeal to the Preceptorship Assignment Appeal Committee. The committee will meet within seven working days to review the appeal. Upon reviewing the appeal(s), the committee will provide a written report within three working days to the Program Director. The Program Director will inform the student of the final decision.

Clinical Preceptorship Grade Policy:

The student must score at least a 70% on the professional evaluation and demonstrate or have observed all tasks at the PAS level. Additionally, students must complete disease case reports on molecular tests scoring at least a 70% on each report, submit journal entries at the PAS level, and complete the Program Exit Paperwork to successfully complete HPMP 5342.

In addition, each student will complete the following: Exit Survey, Affiliate Evaluations, and Outstanding Teaching Tech nomination. These items are to be completed by the date designated by the instructor. Any student that does not complete these requirements will receive a PR for preceptorship and will not receive their diploma until all requirements are met. By May 1, each student is responsible for checking that their mailing address is correct in WebRaider since this is where their final transcript and diploma (if necessary) will be mailed.

Attendance Policy:

Students must clock in and out daily with Trajecsys. Daily attendance and promptness are absolutely requirements of the program. Absence is excused only by permission of the Clinical Coordinator and Education Coordinator. All absences must be made up. For example, if a student is assigned 15 days in a department, they must complete those fifteen days. An "I" for incomplete will be given for the final grade until the entire 15 days is completed. Students may be required to register for a subsequent semester course (at student cost) to make up excused absences and complete requirements for the program. Make-up days can occur the week after the rotations end and weekends. In the case of multiple absences or extended absence due to medical reasons, a physician's statement will be required. Document absences and the make-up schedule on the *Student Absence Report* form.

Certification

After graduation, you will be eligible to take a national certification examination offered by the American Society of Clinical Pathologists (ASCP) Board of Certification: Technologist in Molecular Biology (MB).

Application for the exam is provided well in advance of the application deadline. The Affiliate Coordinator will provide reminders of the deadline. The ASCP exam fee can be found on the website. For more information on ASCP, visit their Website at <https://www.ascp.org/content/>

- Granting of the Master of Science in Molecular Pathology degree is not contingent upon the student passing the certification exam.

Additional Student Policies

Student Success

Students should be mentally and physically prepared to cope with a rigorous curriculum in laboratory sciences. Students should carefully organize their activities in order to succeed. ***The faculty fully expects that each student will devote no less than three hours per week for every academic credit hour they have enrolled for in the department.*** For example, a student taking twelve hours of course work will need to spend thirty-six hours per week studying! That's a full-time job for anyone and students would be well advised to consider it as such. Those unable to master the program in a healthy manner are encouraged to contact the Program of Assistance for Students (PAS) at (806) 743-1327 <https://www.ttuhsu.edu/centers-institutes/counseling/pas.aspx> or make an arrangement for counseling through the Office of Student Services (806) 743-2300. The department also works with students to develop remediation plans designed to supplement knowledge or skill areas.

The faculty and staff truly want you to succeed. There is no greater satisfaction to the faculty and staff than to hear about the excellent contributions made by our graduates. While we recognize the rigor (and, in fact, foster it) we know a well-earned degree is far more valuable than a token degree from a less challenging program.

Academic Advising

Each student will meet with their academic advisor as stated in the advising syllabus provided on the first day of class. Additional meetings with a student's academic advisor will be scheduled on an as needed basis.

The student's responsibilities as an advisee in the advising process are:

- To give thoughtful consideration to personal career goals so that academic and professional goals can be coordinated and discussed with advisor (or other faculty member) as appropriate.
- Schedule appointments and/or contacts during each semester
- Come to appointments on time and prepared
- Accept responsibility for your decisions and actions
- Be open to developing and clarifying your personal values and goals

Student Counseling:

In the event that the Clinical Education Coordinator and/or Clinical Instructor deems an event necessary of disciplinary action, a *Student Counseling Report* must be completed and signed by the student, Clinical Instructor, and Clinical Education Coordinator. The original is forwarded to the university and the Education Coordinator retains a copy. The following are examples of events that would require counseling: tardiness, unexcused absences, demonstration of poor professionalism, and poor didactic/preceptorship application.

Course Loads and Additional Course Work Policy

Students will not be allowed to do outside course work during scheduled class lecture, lab, or preceptorship hours without the permission of the Program Director. A student must have permission of the Program Director each and every semester to be concurrently enrolled in another program or course in this institution or any other institution.

Student Employment and Service Work Policy:

Students often work outside of class time and scheduled preceptorship work. In this capacity the student is an employee of the institution that hired them and they have no affiliation with the Molecular Pathology program. In **NO** case should work time be scheduled such that it will interfere with scheduled class time or preceptorships. Participation in service work (health fairs and screenings) is strictly a student volunteer service and not a requirement of the program. The clinical affiliates are committed to teaching and are adequately staffed for service without student assistance. Students are under supervision at all times. If the clinical supervisor feels that the department cannot adequately teach a student due to a temporary shortage of personnel or other reason, no student is scheduled in that department. Students must not be substituted as regular staff during their Preceptorship. In addition, volunteer positions and/or shadowing must not be scheduled such that it interferes with scheduled preceptorships or class time.

Student Associations

Molecular Pathology Student Association (MPSA). The purpose of the MPSA is to promote professionalism among students majoring in Molecular Pathology to promote awareness of the MP profession to other students, healthcare professionals, and the general public. The organizations provide services to the community by participating in various service projects (both on and off campus) throughout the year. Education outside the classroom, recruitment, and fund raising are other important activities in which this association participates.

The officers of the MPSA include a President, Vice-President, Secretary, and Treasurer. A faculty advisor is appointed by the MP Program Director. The officers will be elected by their classmates during June of the first semester and will continue in this position throughout the year. Other officers including Historian, Volunteer Organizer and Recruitment Organizers are also elected for the year.

Equipment Use

The laboratory manager and faculty members will determine and implement the proper procedures for the use of all equipment (including computers) and supplies in the laboratories, as well as the amount of supervision needed for the students. This applies to teaching and research.

Students will use only equipment and supplies entrusted to them, and those needed for class assignments, research purposes, or clinical practice.

No equipment or supplies may be used by a student without prior approval and instruction from the faculty.

Any equipment used will be returned to its designated location in clean, sanitary, and good working condition. It is the student's responsibility to learn the proper use of the equipment and take the initiative to report equipment malfunctions. Loss, abuse, theft, or suspected theft of equipment or supplies should be reported to the faculty immediately.

Use of departmental equipment by students is confined to TTUHSC with one exception; removal of departmental equipment may be allowed when it's use is related to official class operations and activities. This removal may be conducted only after express permission is granted by the Program Director and in accordance with the TTUHSC Operating Policy (HSC OP 61.01).

The student will be held financially responsible for the entire replacement cost of the items(s) in the event of damage, loss, or theft.

Students will not remove any program equipment from university facilities for personal use.

APPENDIX A

Molecular Pathology Program
Student Handbook

Department/Student Agreement

The Student Handbook is an important document intended to provide information to help you become acquainted with the Molecular Pathology Program. It is not to be considered a contract. The contents of this handbook may be changed at any time at the discretion of the Program. The program maintains the right to make and change departmental policies as necessary. This publication is available on the School of Health Professions website. Students are responsible for periodically accessing any revisions to the publication online.

Please read the following statements and sign below.

- I am aware the Molecular Pathology Program Student Handbook is available on the School of Health Professions website. I understand that the policies, rules, and benefits described in it are subject to change at the discretion of the program at any time.
- I am aware, during the course of my enrollment, confidential information may be made available to me such as student information and other related data. I understand this information is critical to the success of the program and must not be disseminated or used outside of the program premises. Upon leaving the program, whether voluntary or involuntary, I hereby agree not to utilize or exploit this information with any other individual or agency.
- I understand, should the content of this Handbook be changed in any way, the Program may require an additional signature from me to indicate that I am aware of and understand any new policies.
- I agree my signature below indicates I understand the above statements and acknowledge my responsibility to read the Molecular Pathology Program Student Handbook and be familiar with its contents.

Academic and Clinical Behavior

Students are expected to conduct their behavior in accordance with the following regulations:

- The use of unauthorized written or oral references during examinations (cheating) is prohibited.
- The inadequate citation of references or assistance on papers or class presentations (plagiarism) is prohibited.
- Habitual tardiness, unexcused absences, and/or lack of participation in assigned class activities is prohibited.
- Students will behave in accordance with the Code of Ethics set forth by the School of Health Professions and respective program/professional organizations in the clinical setting or in a simulation or demonstration settings in the classroom or laboratory.
- Students will comply with all rules and regulations of the clinical facilities to which they are assigned.

I certify I have received a copy of the Molecular Pathology Program Student Handbook for my personal use and reference.

I assume responsibility to read, review, and thoroughly understand the rules, regulations, code of ethics, and honor code as outlined in the Student Handbook. I agree to abide by all rules, regulations, and codes while I am a student in the Molecular Pathology program at Texas Tech University Health Sciences Center

Within one week after receipt of this manual, I agree I am responsible to write an inquiry to the Program Director for clarification of any information in this handbook, including inquiry about consequences for my failure to comply. If I do NOT write an inquiry within one week after receipt, I am declaring I fully understand my responsibilities and any consequences for my failure to meet those responsibilities.

Student Printed name

Student Signature

Date

Department Representative

APPENDIX B

EXAMPLE ONLY

Students will be given an up-to-date CPAF later for official use; this is for informational purposes only and does not reflect affiliate sites available to the current class.

Molecular Pathology

Clinical Preceptorship Assignment Form (CPAF)

MP Clinical preceptorship begins in mid-March and ends in mid-May. Students are assigned their clinical preceptorship site during the fall semester. Assignments are made in advance to accommodate students who may need to make arrangements for moving. It is the student's responsibility to find housing, meet all financial obligations, and arrange for transportation. The preceptorship assignment is based on the information below and the program's available contracted sites.

Indicate your order of preference for each of the sites listed below; 1 is your first preference. You must rank ALL sites. Be aware each location has a limited number of sites available. Please attach any documentation you would like to have considered regarding your clinical preceptorship assignment.

- TriCore (Albuquerque, New Mexico)
- *Mayo Clinic (Rochester, Minnesota)
- **M.D. Anderson Cancer Center (Houston, Texas)
- The Methodist Hospital (Houston, Texas)
- Baylor College of Medicine (Houston, Texas)
- Texas Children's Hospital (Houston, Texas)
- med fusion (Lewisville, Texas)
- Unipath (Denver, Colorado)
- CPL/SRL (Austin, Texas)
- Methodist Hospital (San Antonio, Texas)
- Scott and White (Temple, Texas)
- MicroGen Dx (Lubbock, Texas)
- Quest Diagnostics Nichols Institute (Chantilly, Virginia)
- ProPath (Dallas, Texas)
- Pathgroup (Nashville, Tennessee)
- UTSW-Veripath (Dallas, Texas)

*Mayo Clinic requires separate application and interview
**MDACC requires onboarding process starting fall semester

APPENDIX C

Molecular Pathology Program
Student Agreement Honor Code

There is a mutual trust between you and the faculty. You promise integrity in work submitted and the faculty presume your honesty. All work submitted to the faculty is assumed and expected to be your own unless credit is given using proper footnoting and bibliographic techniques. Cheating, plagiarizing, falsifying results of study or laboratory results, or any action designed to deceive any member of the faculty are prohibited. This applies not only to examinations but also to all work handed in such as papers, laboratory reports, solutions to problems, practical exams, and computer materials, etc. Instructors have the right to include or exclude what will be covered by the Honor Code in their course. Violations of provisions of the Honor Code are cause for disciplinary action imposed as determined by the School of Health Professions Academic Misconduct Policy. It is also your duty to behave in a manner that will discourage other students from violation of the Honor Code.

The addendum is a pledge by the students who are taking an on-line course or will be using on-line testing. The pledge states:

- I will not divulge my username or password to anyone.
- I, and only I, will post answers to course assignments using my username and password
- I, and only I, will take the on-line exams using my username and password.
- I understand the online exams are closed book and I will not refer to my textbook, or any other references, while taking the exams unless indicated by the professor.
- I will not print all or part of any exam.
- I will not divulge the content of the online exams to any other student, whether enrolled in the course or not.

7. I understand work submitted to meet the requirements of one course cannot be submitted to meet the requirements of a second course without the permission of both instructors.
8. I understand violation of this code will constitute an honors violation and I will be subject to the appropriate sanctions as described in the [Texas Tech University Health Sciences Center Institutional Student Handbook 2021-2022](#).

_____ Printed name	_____ Date
_____ Student signature	

APPENDIX D
Molecular Pathology Program
Master of Science
Technical Standards

The Molecular Pathology Program (MP) at Texas Tech University Health Sciences Center is a vigorous and intense program that place specific professional, intellectual, physical and social requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals with physical and psychosocial impairments. The technical standards set by the MP program establish the qualities considered necessary for students admitted to the program to achieve the knowledge, skills, and competencies for entry-level practice. Ability to meet these technical standards is required for admission to the MP program and must be maintained throughout the terms a student is enrolled in the program. These standards are subject to amendment based on changes in health care /scope of practice.

Accepted applicants for the MP education program will be required to verify they understand and meet these technical standards, with or without reasonable accommodations. In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully in our program. Any student with a disability who is accepted to the MP program must contact the TTUHSC Office of Student Disability Services as soon as possible. The coordinator will evaluate the student, confirm that the stated condition qualifies as a disability under applicable laws, and determine what accommodations are reasonable.

There are three separate and distinct components in the curriculum for the MP program. There is an academic didactic (classroom) component, a laboratory component, and a clinical/fieldwork/preceptorship component. Accommodations in place for the didactic component may not be available for the laboratory component, and/or clinical/fieldwork/preceptorship components in the curriculum.

To successfully complete didactic, laboratory, and clinical/fieldwork/preceptorship portions in the MP program an individual must meet the following technical standards:

- Mobility:**
 - The student **must** have adequate gross mobility in order to maneuver in a timely and safe fashion throughout the department.
 - The student **must** be able to lift his or her arms above shoulder height in order to place or remove items of ten pound or less from shelves.
 - The student **must** be able to bend over at the waist or squat (waist and knees) in order to place and remove items of ten pounds or less from drawers and cabinets.
- Manual Dexterity:** The student **must** have adequate fine motor skills to be able to manipulate small objects in a safe and precise manner. Examples include (but are **not** limited to) being able to operate a computer keyboard, dial a telephone, handle a pipette, use pipette tips, and reagent vials; manipulate tools and instruments used in the clinical laboratory; collect specimens, and use a pen or pencil in order to communicate effectively in writing for coursework and clinical/fieldwork/preceptorship to ensure patient/client safety.
- Auditory Acuity:** The student **must** be able to hear well enough to respond to significant sounds in a clinical lab. Examples would include (but are **not** limited to) being able to hear signals generated from instrumentation that may indicate normal operating status, critical sample value, or equipment malfunction, and being able to hear and follow verbal instruction from a coworker or supervisor in order to ensure patient safety.(National Patient Safety Goals)
- Verbal Communication Skills:** The student must be able to orally communicate professionally to persons on the telephone or other health care workers listening specifically to the student in person to ensure patient safety.(National Patient Safety Goals)
- Visual Acuity to read, write, discern colors, and use a microscope:** The student **must** have adequate eyesight such that they can recognize and distinguish gradients of color (such as on an ELISA assay), read numbers and words either on a video display screen, computer printout, or legible handwriting, and interpret lines and points on graphs and charts to ensure patient safety.
- Intellectual, Conceptual, Integrative, and Quality Skills:** The student **must** possess the ability to develop and exhibit organizational problem solving skills. Specifically, the student must have the ability to measure, calculate, analyze, interpret, synthesize, and evaluate data in a short period of time, have the ability to learn to perform duties and assignments in a timely manner while under stress in a variety of settings, exhibit the maturity to accept feedback, and demonstrate professional conduct in the classroom, laboratory, and at the preceptorship site.
- Social Behavior Skills:** Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, clients, and patients'/clients' families during clinical/fieldwork/preceptorship/ and academic interactions. Demonstrate ability to adjust to changing situations and uncertainty in academic and clinical/fieldwork/preceptorship situations. Conduct oneself in an ethical and legal manner demonstrating honesty, integrity, and professionalism in all interactions and situations.

_____ Printed name	_____ Date
_____ Student signature	

MP Important Contacts and Campus Information

(806) 743-3257
Fax: (806) 743-4470

Molecular Pathology Academic Calendar

SHP Academic Calendar:

<https://www.ttuhsu.edu/health-professions/academic-calendar/default.aspx>

TTUHSC SHP reserves the right to make calendar changes in the best interest of the faculty, students and academic programs.

Faculty and Staff

Faculty: <https://www.ttuhsu.edu/health-professions/master-of-science-molecular-pathology/faculty.aspx>
Staff: <https://www.ttuhsu.edu/health-professions/master-of-science-molecular-pathology/staff.aspx>

Office Hours and Appointments

Faculty office hours by appointment only.

Class Hours

TTUHSC Campus classes may be scheduled anytime from 7:30 a. m. until 5:30 p.m. Monday through Friday.

Accreditation

Accrediting Agency: *NAACLS*
5600 N. River Road Suite 720
Rosemont, IL 60018
(733) 714-8880 Fax (773) 714-8886

SHP Office of Admissions and Student Affairs

Admissions: <https://www.ttuhsu.edu/health-professions/admissions/>

SHP Administration

Administration: <https://www.ttuhsu.edu/health-professions/administration/default.aspx>
Department Chairs: https://www.ttuhsu.edu/health-professions/administration/department_chair.aspx

SHP Administrative Staff

Administrative Staff: https://www.ttuhsu.edu/health-professions/administration/administrative_staff.aspx

MP Overview of Program

Overview of the Molecular Pathology Program

The Program accepts one class per year, beginning in the summer semester. Students are required to complete a one-year curriculum. Completion of the curriculum according to the policies set forth by the State of Texas and the School of Health Professions will culminate in the award of the Master of Science in Molecular Pathology. This curriculum consists of:

1. On-campus classes and laboratory sessions in the TTUHSC student laboratories. These courses are taught by Molecular Pathology faculty and guest speakers and are intended to prepare students for the clinical preceptorship. Some classes are delivered online and taught by Molecular Pathology faculty.
2. Online classes. Several courses will be administered online.
3. A graduate-level research project. This project is designed to give students the experience of performing diagnostic molecular research and presenting the data in various forms.
4. Clinical Preceptorships in affiliated laboratories. The Clinical Education Coordinator in cooperation with the clinical teaching staff direct the education of the students at the affiliate site. Clinical faculty will serve to instruct students in the application of theory and principles to patient testing procedures. The clinical preceptorship begins in March and ends in May. Students are assigned their clinical preceptorship site during the fall semester. This assignment is made in advance so students can make arrangements for moving. It is the student's responsibility to find housing, meet all financial obligations, arrange for transportation, and seek employment (if desired).

Mission Statement

The mission of the Molecular Pathology program is to improve the health of people by producing competent and compassionate molecular scientists by providing a high quality relevant education with an emphasis on scholarly activity, research, patient care and service, in order to meet the educational and clinical needs of the communities of West Texas, Texas, and the nation.

Vision Statements

The vision of the Program in Molecular Pathology is to earn regional and national recognition for excellence in graduate education. We will progress toward achieving this vision by:

- providing students with a specific educational background in molecular testing by utilizing a variety of education resources and experiences,
- providing a strong curriculum based on current needs,
- maintaining the level and quality of instruction in the molecular science courses by including the most recent technological advances,
- developing in students the professional attitudes and ethics required of laboratory professionals,
- educating students on the merits of continuing professional development,
- providing the region and the State of Texas with molecular scientists who can function at career entry level and who can assume leadership roles as health professionals.

Departmental Organizational Structure

Chairperson

The Chairperson is directly responsible for departmental functions including: serving as a liaison between the departmental personnel and the university administration, conducting performance evaluations, determining merit salary, assigning staff (secretaries and clinic coordinators) duties; mediating all personnel and/or student grievances; assigning and determining space utilization; coordinating faculty meetings; administering all departmental budgets and accounts payable with recommendation from the Program Directors; determining course instructors; appointing committees; coordinating tenure and/or promotion applications; executing disciplinary actions per the University Operating Procedures Handbook; and reports to the School of Health Professions Dean.

Program Director

The Program Directors are responsible for the day-to-day operations of the academic programs and clinical operations. Duties include serving as the first point of contact for grievances, course scheduling, and facilities management; participating with the chairperson in annual performance appraisals; monitoring curricular requirements in accordance with NAACLS maintaining outcome data for the academic and clinical programs; managing the department's Quality Improvement processes; reviewing students' academic records; and monitoring budgetary matters. Other duties may be assigned by the Chairperson.

Assistant Program Director

The Assistant PD assists the Program Director in duties associated with oversight of the program curriculum including assessment and evaluation of effectiveness. The APD also assists the Program Director in monitoring requirements in accordance with NAACLS. Additional duties include recruitment activities, student advisement, and the admissions process.

Clinical Education Coordinator

The Clinical Education Coordinator assists the Program Director with matters regarding the affiliates. Duties include developing clinical affiliation agreements (i.e., contracts), assigning students to clinical sites, and meeting regularly with affiliate education coordinators. Other duties may be assigned by the Program Directors or Chairperson.

Laboratory Manager

The Laboratory Manager is responsible for setting up student laboratory sessions, instrument maintenance and troubleshooting, and managing day to day operations of the laboratory. The Lab Manager also assists the students in technique and theory behind individual laboratory sessions. Other duties may be assigned by the Program Director.

Admissions Committee

The committee serves to review all undergraduate and graduate applications into the respective programs of study (i.e., pre-professional and graduate), coordinate graduate applicant interviews; recommend admission or denial to the Chairperson; maintain statistical information relative to student indices (e.g. grade point averages, etc.); execute all admission policies per faculty approval; and report to the Chairperson at each faculty meeting.

Advisory Committee

The Molecular Pathology advisory committee meets as needed to review curriculum and discuss evaluation of each program's effectiveness. Evaluation of program effectiveness includes student course evaluations, employer's surveys, national certification scores, and faculty input regarding curriculum and the admissions criteria for each program. The committee provides a unique perspective in the field of laboratory medicine.

Program Goals

It is the primary goal of the TTUHSC Molecular Pathology program to provide excellent graduate professional education in molecular pathology; it is the ultimate goal of the Molecular Pathology program to prepare students for career entry positions as diagnostic molecular laboratory professionals. The Molecular Pathology preceptorship will enhance a student's knowledge in the clinical aspect of molecular diagnostics and in the application of laboratory theory and technique. The program goals are as follows:

1. To provide students with a broad educational background by using a variety of educational resources and experiences.
2. To provide a strong graduate curriculum based on current needs.
3. To maintain the level and quality of instruction in the molecular science courses by including the latest in technological advances.
4. To develop in students the professional attitudes and ethics required of molecular scientists.
5. To educate students in the merits of continuing professional development.
6. To provide the region served by the program with graduate diagnostic molecular scientists who can function at career entry levels and who can assume leadership roles as health professionals.

Program Affective Objectives

The student shall:

1. Follow biosafety regulations by practicing proper disposal of biohazardous material, as evidenced by complying with established safety regulations.
2. Exhibit interest in the laboratory assignments and lecture discussions through participation.
3. Help maintain a neat, clean, and orderly work area in all laboratories without being asked.
4. Demonstrate proper care and use of laboratory equipment, as evidenced by lack of breakage.
5. Attend classroom and laboratory sessions regularly and punctually.
6. Demonstrate preparedness for the laboratory by following directions and completing the tasks assigned with little need for additional instructions.
7. Cooperate by communicating with and helping other students.
8. Exhibit assurance and confidence in performing laboratory tasks.
9. Demonstrate integrity by recognizing and repeating questionable tests.
10. Act responsibly.
11. Accept instruction and constructive criticism maturely.
12. Show respect for other students, instructors, and patients.
13. Comply with the stated dress codes.
14. Demonstrate interprofessionalism through respect, collaboration and appropriate communication with other healthcare professionals.

Career Entry Competency Goals of the Program

It is the ultimate goal of the program to prepare students for career entry positions as molecular scientists. Thus specific professional competencies focused on pre-analytical, analytical, and post-analytical knowledge are expected of graduates. The program strives, through educational methods, to incorporate all facets of quality laboratory practice into the students' professional development. At career entry, the Diagnostic Molecular Scientist will be able to demonstrate entry level competencies such as:

1. Evaluating and monitoring methods of collection, transport and handling of various specimen types for molecular analysis;
2. Applying principles, practices and applications of molecular based testing for clinical laboratory testing purposes;
3. Performing appropriate techniques utilizing instrumentation for molecular analysis and correlating results with acquired, inherited and infectious diseases;

4. Complying with and performance of preventive and corrective maintenance programs for instruments and equipment, as well as troubleshooting and evaluating appropriate actions for problem resolution;
5. Investigating and implementing procedures as a result of studies on new technologies, procedures or diagnostic correlations in molecular science;
6. Applying principles of quality control which evaluate data for necessity of repeat analysis, correlation with disease states, organism identification and disease diagnosis;
7. Applying principles of quality assurance and performing measurements to assure validity and accuracy of laboratory data generated;
8. Complying with laws, regulations and accrediting standards as well as guidelines of relevant governmental and non-governmental agencies;
9. Utilizing resource management strategies to maintain optimal laboratory efficiency;
10. Exercising established procedures for general laboratory safety, biohazard containment and waste disposal;
11. Demonstrating leadership, professional and ethical conduct and interpersonal skills for clients, healthcare professionals and the public;
12. Formulating a strategic plan for professional career development.

*Adapted from the Standards for Accredited and Approved Programs for the Diagnostic Molecular Scientist, 11/2018 NAACLS.

Accreditation

The MP program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS) 5600 N. River Road Suite 720, Rosemont, IL 60018.

The Texas Tech University Health Sciences Center is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, doctoral, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of the Texas Tech University Health Sciences Center. The commission should be contacted only if there is evidence that appears to support the institution's significant non-compliance with a requirement standard.

A member of the Texas Tech University System, TTUHSC has been accredited by the Southern Association of Colleges and Schools Commission on Colleges as a separate institution from Texas Tech University since 2004. TTUHSC received its reaffirmation of accreditation from SACSCOC in 2009. The next reaffirmation is scheduled for 2029.

MP Curriculum

Integrative Curriculum

The Molecular Pathology Program utilizes a curriculum that is focused upon integrative, comprehensive learning. This type of curriculum is developed in such a manner that learners are evaluated in a frequent and comprehensive manner that encourages application of skills across multiple disciplines and provides weekly or biweekly evaluation of comprehensive knowledge and skills.

MP Curriculum: <https://www.ttuhschool.edu/health-professions/master-of-science-molecular-pathology/>

MP Professional Conduct

Attendance Policy

Students are expected to attend all lectures, laboratory exercises, and exams. Students are expected to notify the Program Coordinator for MP (806-743-3257; dina.barhorst@ttuhsc.edu) by e-mail or telephone PRIOR to missing a lecture, laboratory experience, or exam. Notification of other faculty, staff, or friend is NOT acceptable.

In addition, a student who arrives to lecture or lab more than 5 minutes late and has NOT contacted the appropriate Program Coordinator prior to class will be considered to have an unexcused absence. A student who arrives to an exam more than 5 minutes late and has NOT contacted the appropriate Program Coordinator prior to that exam will receive a grade of zero on that exam.

Each unexcused class and/or absence will result in a grade of no higher than 70% on the integrative review for the missed class following the period of absence. For each question missed, points will be deducted from the starting grade of 70%.

Excused absences will be granted for illness or a crisis situation involving the student or the student's immediate family. Written documentation as evidence for the crisis incident is required. The Program Director will evaluate other situations that may constitute a valid excuse for absence on a case-by-case basis. Examples of UNEXCUSED absences include: oversleeping, time conflicts with work schedules, family reunions, vacations, and other types of social events.

Excessive tardiness or absences are considered when issues of professionalism and/or remediation arise. When absences jeopardize a student's standing in a class, the instructor informs the student and Program Director of this fact. Excessive absences will be defined as a student missing 20% or more of class. For example, missing 2-weeks worth of material (class time, exams, assignments, preceptorship) of a 7-week course is excessive. This is cause for a student being dropped from class and a grade of Withdraw Failing (WF) assigned.

FOR ALL STUDENTS PLEASE NOTE:

If a student cannot take an exam at the scheduled time and place, the student must notify the appropriate program coordinator prior to the scheduled exam start time in order to be eligible to be granted an excused absence and thereby be allowed to make up the exam. A grade of "zero" will be given if an examination is missed due to an unexcused absence. Make-up for a missed exam will be determined by the course instructor.

Dress Code

Members of the faculty and staff have the authority and responsibility to maintain responsible standards of student dress and grooming within their respective classrooms, laboratories, offices, and other areas of public presentation. The dress code reflects professional integrity and special needs of the individual classes. Professional dress is expected of students at all times. Example of **unacceptable** attire includes, but is not limited to, the following:

- halter tops
- spaghetti straps
- midriffs
- short shorts
- short skirts
- clothing items with excessive rips or tears
- exercise attire

Student's hair shall be clean and well-groomed. It is recommended that long hair be pulled back while in the lab. All hair colors shall be natural hair colors. Bright or neon colors and extreme hairstyles are prohibited.

Any tattoos or body piercings on a student must not be visible to others. Female and male students may wear earrings or studs. This prohibition on visible body piercing includes, but is not limited to,: facial studs, facial rings, clear spacers, tongue bars, ear gauges or plugs.

Note: Specific laboratory attire (scrubs or long pants) is required by the Course Instructor. Students are REQUIRED to wear the provided lab coat over street attire or scrubs. Form-fitting clothing, sandals, open-toed shoes, and heels (3 inches or higher) must NOT be worn because of potential foot injury from breakage of glassware or spills of corrosive materials. Failure to comply will result in immediate removal from the lab and will result in an unexcused absence.

The student should check with the faculty member regarding appropriate attire prior to the activity or special event. **Shorts, old jeans, T-shirts, and similar casual attire are not appropriate for trips off-campus or when a guest speaker has been invited to campus for a laboratory or classroom presentation.**

For clinical observations and preceptorship, information regarding specific dress codes of the clinical sites will be provided by the affiliate site, Preceptorship Coordinator, or the Clinical Education Coordinator.

Since the HSC is a public institution in which there are large numbers of patients and visitors present in many areas of the building, standards of dress should reflect good judgment as to the appropriate clothing that is comfortable, professional and that, particularly in the laboratory area, meets safety standards.

At all times students must wear name badges. Failure to do so may result in a request to leave the grounds and will result in an unexcused absence.

Professional Behavior in the Classroom, Laboratory and Clinical Setting

According to the Nonacademic Misconduct Policy of the School of Health Professions, all students are expected to exhibit professional conduct in all academic and clinical settings. Students are expected to conduct themselves in a manner that insures all students have the opportunity to learn and participate. Course instructor, lab manager, staff, or safety officer may dismiss a student due to non-compliance. There will be no make-up on course or lab work.

Students shall behave in a way that is respectful to the instructor and to fellow students. Students shall conduct themselves in a way that facilitates learning for all students. Any behavior interfering with these opportunities is considered inappropriate.

Inappropriate behavior may result in a request for the student to leave the class, lab, or clinic setting. After the first incident of inappropriate behavior the instructor will discuss the behavior with the student. The behavior and behavioral counseling will be documented utilizing the student counseling form and will become a part of the student's file. A second occurrence of inappropriate behavior will invoke the procedure for resolution of an incident of nonacademic misconduct as outlined in the SHP policy beginning with referral of the incident to the Program Director. Unprofessional behavior may lead to dismissal from the program. In addition, eating or drinking is not allowed in the student laboratories.

Students will participate in laboratory sessions in a variety of circumstances. In most instances you will work individually, but you may also work as part of a pair or a team. In some instances, a team leader or supervisor will direct student work with faculty supervision. The purpose of team assignments is to prepare students for cooperative efforts in the clinical laboratory and to give supervisory experience. Students are encouraged to discuss any problems that may arise with the individual faculty member and/or Program Director. These discussions will be held in confidence with the intent of helping each student meet their potential.

Student Relationships

To maintain an environment that supports the department's educational goals, the relationship between faculty and students should be that of teacher and scholar. The Molecular Pathology Program discourages unprofessional relationships which may cause, or create the appearance of, favoritism or unfairness or are exploitive in nature. Such behavior includes, but is not limited to,: dating, cohabitation, and sexual contact, on or off campus.

It is prohibited for any School of Health Professions student to interact with any patient or client outside of the scope of clinical practice, while the student is enrolled, recycling, or on a leave of absence from any program. This includes any and all social networking sites including, but not limited to,: Facebook, Twitter, Instagram, LinkedIn, Snapchat, TikTok, text messaging, and email.

Consensual relationships between a student and a supervisor, patient, or other persons at clinical experience sites constitutes (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety; and (5) questions the validity of consent, any of which impairs the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical experience relationship; (2) exploiting subordinate faculty, staff, employees, students, and the possible professional or academic disadvantage of third parties; and (3) subjecting both TTUHSC, the clinical sites, and the individuals to the risk of liability.

Therefore, the MP program strictly prohibits any type of such relationship as described above whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should relationships develop, faculty, staff, Preceptors, and MP students who become aware of the relationship have the obligation to disclose the existence of the relationship to the Program Director. Furthermore, a relationship between a MP student and a high school student, or minor, at any clinical site with whom the MP program has a clinical contract is strictly prohibited during the entire time that the MP student is enrolled in the MP program; violation of this prohibition may result in dismissal from the program.

Adapted from TTUHSC OP 70.95 Consensual Relationships - Faculty, Staff, and Residents.

Communication

A faculty member is required to participate in teaching, scholarship/research, and clinical/professional service. When a faculty member is not in the classroom or student laboratory session, they are generally participating in scholarship/research, clinical service, or service to the school or university. Due to this type of schedule, it is rare that a faculty member will be in their office until 5:00 p.m. CST each day anticipating a student coming to their office for assistance, concerns, or questions. Therefore, ALL students are encouraged to contact the program or faculty members via email or phone to schedule an appointment to meet. This information is also included in your student handbook, course syllabi, and online at the TTUHSC web address.

Please note faculty members are not required to have access to TTUHSC email after work hours (week days) or on the weekend. If you send an email to a program or faculty member during this period of time, the response may be delayed until they return to work. Also, some faculty do not have access to email while performing clinic duties; this may delay responses as well.

Responsibilities of Molecular Pathology Faculty

Faculty

Faculty members in the Molecular Pathology Program have specific responsibilities assigned to them on a daily basis. The five major responsibilities include:

- Academic instruction,
- Clinical supervision and practice,
- Scholarly research;
- Departmental, school, institutional, and community service
- Advising students

Faculty members are assigned teaching responsibilities each semester by the Program Director. These assignments are based in part upon the faculty member's expertise, professional interest, and research. On occasion, a faculty member may be instructed to teach a course that he or she has not taught in the past due to scheduling problems or a faculty shortage in one or more areas of our program. Nevertheless, every effort is made to ensure the quality of instruction.

Near the end of each semester, the faculty members are assessed by their students in every class and in every supervisory relationship. These assessments are reviewed by the respective Program Directors, Chairperson, and the Dean relative to teaching effectiveness, promotion, tenure, retention, and merit pay. The students' assessments are important to the department and are taken seriously. All assessments are anonymous.

The importance of research cannot be underestimated. Each faculty member is expected to contribute to a scholarly profession through publications, presentations, workshops, consultations, and reviews.

Each faculty member is also assigned numerous service responsibilities. These include regular departmental faculty meetings and committee meetings within the department, school, and institution. On the average, faculty members attend at least two of these meetings per month and spend considerable time outside of the meetings working on assigned projects. Other service roles are demonstrated through participation in professional organizations on local, regional, or national levels.

Another important aspect of each faculty member's position is advising. Each faculty member counsels students on topics such as career opportunities, research, comprehensive examinations, post graduate education, certification, or any other topic related to academia. Faculty members have asked that you email for an appointment if you would like to meet to make sure they are available. Faculty members are also sometimes very helpful in advising students in nonacademic areas. If you are experiencing problems adjusting to the demands of being a student you can obtain help by contacting the Office of Student Affairs at (806) 743-2300 or <https://www.ttuhsc.edu/student-affairs/default.aspx>

MP Academic Policies and Progression

Academic Standards

It is the policy of the TTUHSC School of Health Professions Molecular Pathology Program to use the SHP grading criteria. Please refer to **SHP grading criteria**, SHP OP ST.08 <https://hscweb.ttuhs.edu/health-professions/policies.aspx>

Within the Molecular Pathology Program, it is each instructor's responsibility and right to assign weight to assignments, exams, and laboratory exercises in the appropriate manner to determine the level of mastery of the subject indicates the specified number of percentage points out of 100. Your final grade will be calculated from your performance in lecture, laboratory (when appropriate), and other assignments. You must pass each component with a 70% or higher to pass any core course. *Any component having a grade of less than 70% will result in a grade assignment of "D" for the course. Any component having a grade of less than 60% will result in a grade assignment of "F" for the course. Please refer to **Attendance Policy** regarding unexcused absences and tardiness.

Warning for Poor Academic Performance

A student who is failing in any didactic/clinical course will be notified in writing by the Program Director and/or advisor at the midterm of the academic period. A student who is failing any clinical experience will be notified in writing by the Clinical Education Coordinator and co-signed by the Program Director. Copies of all warning letters will be placed in the student's file.

Remediation

Options for remediation will be determined by the faculty, approved by the Program Director or designee, and includes, but are not limited to.:

- Individual tutoring with a program faculty member.
- Individual tutoring with a student who is performing well in the program.
- Repeating or extending clinical experiences.
- Participating in faculty-directed group study.
- Preparing a research paper or project.
- Completing assignments pertinent to areas needing remediation.
- Repeating examinations

All meetings with the student regarding remediation will be documented to reflect student's understanding of, and willingness to, cooperate with the plan. Routine follow-up counseling with the student is scheduled to assess and document compliance, progress, and outcome of the remediation plan. Failure to successfully complete remediation as assigned will result in dismissal.

Probation

Causes for academic probation are:

1. Failure to maintain a cumulative GPA of 2.7 in the initial semester of the program,
2. Failure to attain minimal skill levels in required clinical competencies as determined by the clinical instructor.
3. A grade of "C" in one course in the curriculum.

Dismissal of Students

A student enrolled in the MP program is subject to dismissal for any of the following reasons:

- a. Complaint of misconduct as stated in the TTUHSC code of conduct https://www.ttuhs.edu/student-services/documents/HSC_Institutional_Student_Handbook.pdf;
- b. The student does not meet the competencies in clinical practicum in the specified manner and time.
- c. The student in any clinical practicum acts in any manner detrimental to the safety or well-being of a client, patient, other students, or faculty.
- d. The student does not maintain minimum academic performance requirements of the program.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. In addition a student enrolled in the MP program is subject to dismissal for any of the following reasons:

1. Poor academic performance:
 - Failure to raise cumulative GPA to 2.7 upon completion of the semester of probation,
 - A grade of "C" in 2 or more courses in the curriculum
 - A grade of "D" or "F" in any course
2. Violation of the academic and non-academic policies of the School of Health Professions.
3. Removal from a preceptorship (academic or non-academic reasons) may result in a dismissal.

Audit Policy

A student allowed to recycle is required to audit all core courses for which they have received prior credit in their specific program of study. A student auditing a class is required to adhere to the program attendance policy and participate in class assignments, integrative review exams, and comprehensive final examinations (determined by course director). If a student auditing a class does not pass the comprehensive final examination with a 70% or higher, that student will correct the examination by including a reference that corrects each incorrect question. Failure to comply with the terms of the revised curriculum plan, which includes auditing courses, may result in loss of preceptorship assignment until the terms of the plan are deemed complete.

MP Technology Requirements

Electronic Devices

Students are required to use a personal laptop computer to take exams and submit homework i.e. weekly exams and homework assignments for each course to be submitted through the HUB (Sakai). They will also be logging into Zoom to attend live classroom sessions. Pre-recorded lectures will be required to be viewed as well.

All students are responsible for ensuring that his/her laptop is in good working order. A student may contact our Educational Technology department at (806) 743-3117 for assistance or email shp.techsupport@tuhsc.edu

Do not rely on wireless connection during an exam. **Ethernet cables must be used during exams.** If the laptop does not have a built-in network port, an ethernet-to-usb adapter or ethernet-to-thunderbolt adapter will need to be purchased.

Recommendations for Laptop Computers:

- Processor: Intel or AMD processor, 2.0 GHz or greater
- Operating System: Windows 8 or later; Mac OSX10.10 or greater
- Memory (RAM): 4 GB RAM or greater
- Storage: 256 GB hard drive or greater
- Network: Built-in LAN and 802.11 Dual Band Wi-Fi
- Note: For testing purposes, if the laptop does not have a built-in network port, an ethernet-to-usb adapter or ethernet-to-thunderbolt adapter will need to be purchased and used during exams.

We are using a proctor service for online proctoring of examinations, below are the requirements for **internet**:

1. Upload: 1 Mbps
2. Download: 2 Mbps
3. An active broadband internet connection is assumed since the examinations are done online.
4. Tethering and HotSpots are not supported.

Proctor service requirements for **cameras**:

1. Proctor service does not officially support computers with more than one (1) integrated camera. Microsoft Surfaces and 2-in-1 Laptop/Tablet Devices fall in this category (a Surface Pro with the most up to date Windows software will work)
2. Any web camera that ONLY has drivers for Windows Vista or below will not work.
3. Phones cannot be used with the proctor service.

Because of the COVID-19 pandemic, if students are not on campus, a desktop computer is acceptable (as long as it meets the requirements). If we return to campus students will need to have a laptop computer with the above requirements.

MP Testing Policy and Procedures

ProctorFree

You will be using Proctor Free, a third-party proctoring service, for all of your exams. This service uses AI software and personnel who review each of your exams to flag indiscretions that occur during the exam to determine if you are cheating. Things you need to consider: Open Note/Open Book will **NOT** be allowed. You will be allowed to have scratch paper, a pencil and calculator for some of the exams

Basic Examination Rules:

Once you begin your testing session, you may not take a break, go to the bathroom, or leave your computer. **Your microphone will need to be on; be sure to test in a quiet area alone without interruptions (no music, TV, etc).**

- Cell phones must be turned off or out of the room. No smart watches or other electronic devices are permitted.
- You may not look at notes in between exams. The testing area must be clear of all items except the allowed scratch paper, a pencil, and scientific calculator (phones not permitted as calculators).
- You must complete and submit an exam before you open the next exam.
- You must submit your exam before the time limit for that exam. Each exam has a different time limit, exams time will start once you start your exam, pay attention to cyour time.
- Use the Table of Contents if you want to see a list of the questions and navigate quickly between questions.
- Save each question once you answer it before you go to the next question
- You can go back to any question at anytime before you submit the exam
- **Don't close ProctorFree until you have submitted all of your exams.**

Components of the ProctorFree monitoring system:

- ProctorFree will record your computer screen during the exam. If you have multiple computer monitors, ProctorFree will only allow 1 active monitor to be used. If you open a separate window, browser, or messaging system during the exam, this action will be flagged, and I will be able to see a recording of your actions to determine if you were cheating.
- ProctorFree will record your audio during the exam. If you are talking out loud during the exam, it will be captured and the reviewing personnel will notify us if it is deemed as suspicious activity.
- ProctorFree will use your webcam to video you while you are taking your exam. ID verification will be used to set up your profile. Actions that could be flagged as suspicious include:
 - Walking away from the computer during the exam.
 - Your face not being visible in the recording screen.
 - Frequently looking down, as if searching through your book or notes for answers.
 - Other browser windows or software open on computer.

Professors will provide ProctorFree with information regarding the use of calculators and blank scratch paper/white boards during exams.

Cheating would consist of:

- Using Google to look up your answers.
- Using digital or printed PowerPoints during the exams.
- Using digital, printed, or hand-written notes during that exam
- Using your phone, tablet, second laptop, or another digital device during the exam.
- Messaging someone to discuss questions during the exam.
- Verbally discussing questions with someone during the exam.
- Having someone else take the exam for you.
- Walking away from the computer at any time during the exams
- Leaving the exam in between exams or leaving SAKAI in between exams
- Any other behaviors that compromise the integrity of the testing environment

Instructions for Taking your exams and setting up your account with ProctorFree will be given the first week of class.

MP Preceptorship Information

Philosophy of Clinical Education

All academic preparation is directed towards the acquisition of the knowledge, technical skills, and attitudes necessary for the practice of the laboratory sciences. Clinical Education is an intrinsic part of the preparation process. For this reason, extensive integration of classroom learning with experiences in the clinical setting must occur. This integration develops in two environments: (1) clinical classroom preparation to the maximum extent possible and (2) education which occurs in the clinical settings must be responsive to the student's individual level of academic preparation and readiness. Students are offered clinical rotations in their professional education, allowing them the opportunity to continuously integrate their clinical skills with didactic work.

In selection of clinical sites, the quality of patient care, the enthusiasm of the staff for working with students, the testing menu offered, and the size of the department or laboratory are all factors carefully considered.

MP Clinical Affiliates

Some affiliates require an application and interview process.

Additional criminal background checks, urine drug screens, and vaccinations are required for some affiliates.

Additional mandatory costs to the student are incurred for expenses at Mayo Clinic.

To view a list of all affiliated facilities, please visit the website below.

<https://www.ttuhsu.edu/health-professions/master-of-science-molecular-pathology/affiliates.aspx>

Affiliate availability is subject to change. A current, updated list of available sites/towns will be provided to the class after completion of the summer semester.

Molecular Pathology Clinical Preceptorship Assignment Policy and Procedure

Policy:

It is the intent of the MP program to provide each student with a meaningful molecular laboratory preceptorship experience. The activities of the clinical preceptorship include, but are not limited to,:

- Bench work under supervision
- Participation in the quality control program
- Attendance at lectures or seminars at the institution
- Observation of other departments in the institution

To provide each student with a clinical experience students must be assigned to a preceptorship site months in advance to accommodate the affiliate requirements, needs of the student, and needs of the MP program. Currently, the preceptorship sites are located throughout the United States. The availability of preceptorship sites for the MP program is based not only on a contractual agreement between the facility providing the preceptorship (usually a hospital, reference laboratory, or university laboratory) and the program but on the ability of the affiliate to accommodate a student in a given semester. Due to contract policies, students may not contact current affiliates associated with the MP program to solicit for placement at their facility.

Procedure:

1. Each applicant interviewed will be informed of the preceptorship assignment procedure.
2. Each applicant accepted into the MP program will be provided an example of the Clinical Preceptorship Assignment Form (CPAF, Appendix B) in the student handbook. The policy and the explanation of the CPAF will be discussed during orientation in May.
3. A current up-to-date CPAF is provided to the student following completion of the summer semester.
4. Students indicate their preference for placement on the CPAF. The completed CPAF is returned, **along with any documentation the student wants to be considered during the preceptorship assignment process**, by the deadline determined by the clinical education coordinator.
5. The clinical education coordinator will enter the CPAF rankings into a program utilizing the following to make assignments:
 - a. Needs of the affiliate
 - b. Needs of the MP program
 - c. Class ranking of student
 - d. Needs of the student
6. Each student will receive two copies of a contract during the fall semester informing them of their clinical preceptorship assignment. The student will have five working days to sign and return one of the provided copies of the contract to the Affiliate Coordinator. A student failing to return the contracts within five working days will forfeit their clinical preceptorship spot.
7. Proof of health insurance must be presented to the Office of Admissions and Student Affairs by deadline assigned.
8. Students who are recycling through the program or whose performance at a previous clinical experience was below expectations for the level of training will receive their preceptorship assignment based on availability first, class ranking second, and preference last.

The student is responsible for ALL costs associated with clinical preceptorship experiences including on-boarding fees, transportation, housing, meals, uniforms (scrubs, if required), drug screens, additional criminal background checks required by the facility, and other incidental expenses associated with relocation and/or preceptorship requirements. This could include additional immunizations and titers to check immunity. TTUHSC Office of Institutional Health (OIH) reviews all immunizations records submitted by students after admittance into our programs. Each student is responsible for complying with requests from OIH regarding facility-specific requirements that could include titers, TB testing, flu shots, boosters, etc.

NOTE: Based on their contracts, each facility has the right to terminate their affiliation with the MP program up until the student enters their clinical preceptorship. On occasion, a facility will terminate a contract prior to the beginning of the clinical preceptorships. The MP program will make every effort to find the student another preceptorship spot in that location; however, be aware the only available preceptorship spot may be located in another city or another preceptorship spot may not be available at that time. Any and all expenses in changing a preceptorship site are the responsibility of the student.

Students who are not placed in a preceptorship will go on a waiting list (in order of class rank) and will be placed if, and when, a preceptorship site becomes available.

The Mayo Clinic in Rochester, MN charges \$1000.00 to each student attending preceptorship. The Mayo Clinic selects up to 4 students via an online interview. This is currently the only affiliate to select students and charge a fee directly to the student.

Appeal of the Preceptorship Assignment:

Upon receiving the contract, the student has five working days to appeal in writing the preceptorship assignment. The written appeal with the CPAF and attached documentation will be submitted to the Program Director who will forward the appeal to the Preceptorship Assignment Appeal Committee. The committee will meet within seven working days to review the appeal. Upon reviewing the appeal(s), the committee will provide a written report within three working days to the Program Director. The Program Director will inform the student of the final decision.

Clinical Preceptorship Grade Policy:

The student must score at least a 70% on the professional evaluation and demonstrate or have observed all tasks at the PAS level. Additionally, students must complete disease case reports on molecular tests scoring at least a 70% on each report, submit journal entries at the PAS level, and complete the Program Exit Paperwork to successfully complete HPMP 5342.

In addition, each student will complete the following: Exit Survey, Affiliate Evaluations, and Outstanding Teaching Tech nomination. These items are to be completed by the date designated by the instructor. Any student that does not complete these requirements will receive a PR for preceptorship and will not receive their diploma until all requirements are met. By May 1, each student is responsible for checking that their mailing address is correct in WebRaider since this is where their final transcript and diploma (if necessary) will be mailed.

Attendance Policy:

Students must clock in and out daily with Trajecsys. Daily attendance and promptness are absolute requirements of the program. Absence is excused only by permission of the Clinical Coordinator and Education Coordinator. All absences must be made up. For example, if a student is assigned 15 days in a department, they must complete those fifteen days. An "I" for incomplete will be given for the final grade until the entire 15 days is completed. Students may be required to register for a subsequent semester course (at student cost) to make up excused absences and complete requirements for the program. Make-up days can occur the week after the rotations end and weekends. In the case of multiple absences or extended absence due to medical reasons, a physician's statement will be required. Document absences and the make-up schedule on the Student Absence Report form.

MP Certification

Certification

After graduation, you will be eligible to take a national certification examination offered by the American Society of Clinical Pathologists (ASCP) Board of Certification:

Technologist in Molecular Biology (MB).

Application for the exam is provided well in advance of the application deadline. The Affiliate Coordinator will provide reminders of the deadline. The ASCP exam fee can be found on the website. For more information on ASCP, visit their Website at<https://www.ascp.org/content/>

- Granting of the Master of Science in Molecular Pathology degree is not contingent upon the student passing the certification exam.

MP Additional Student Policies

Student Success

Students should be mentally and physically prepared to cope with a rigorous curriculum in laboratory sciences. Students should carefully organize their activities in order to succeed. **The faculty fully expects that each student will devote no less than three hours per week for every academic credit hour they have enrolled for in the department.** For example, a student taking twelve hours of course work will need to spend thirty-six hours per week studying! That's a full-time job for anyone and students would be well advised to consider it as such. Those unable to master the program in a healthy manner are encouraged to contact the Program of Assistance for Students (PAS) at (806) 743-1327 <https://www.ttuhs.edu/centers-institutes/counseling/pas.aspx> or make an arrangement for counseling through the Office of Student Services (806) 743-2300. The department also works with students to develop remediation plans designed to supplement knowledge or skill areas.

Academic Advising

Each student will meet with their academic advisor as stated in the advising syllabus provided on the first day of class. Additional meetings with a student's academic advisor will be scheduled on an as needed basis.

The student's responsibilities as an advisee in the advising process are:

- To give thoughtful consideration to personal career goals so that academic and professional goals can be coordinated and discussed with advisor (or other faculty member) as appropriate.
- Schedule appointments and/or contacts during each semester
- Come to appointments on time and prepared
- Accept responsibility for your decisions and actions
- Be open to developing and clarifying your personal values and goals

Student Counseling:

In the event that the Clinical Education Coordinator and/or Clinical Instructor deems an event necessary of disciplinary action, a Student Counseling Report must be completed and signed by the student, Clinical Instructor, and Clinical Education Coordinator. The original is forwarded to the university and the Education Coordinator retains a copy. The following are examples of events that would require counseling: tardiness, unexcused absences, demonstration of poor professionalism, and poor didactic/preceptorship application.

Course Loads and Additional Course Work Policy

Students will not be allowed to do outside course work during scheduled class lecture, lab, or preceptorship hours without the permission of the Program Director. A student must have permission of the Program Director each and every semester to be concurrently enrolled in another program or course in this institution or any other institution.

Student Employment Policy

Students often work outside of class time. In this capacity you are an employee of the institution who hired you and have no affiliation with the Molecular Pathology Program during work hours. We realize that such work may be essential in order to meet financial obligations. However, **IN NO CASE SHOULD THE WORK TIME BE SCHEDULED SUCH THAT IT WILL INTERFERE WITH YOUR EDUCATION.** This also includes the amount of time you work. There will be no latitude given by the program or any instructor for you to leave class or laboratory early or to miss classes or exams to meet an outside work schedule.

Students are STRONGLY encouraged NOT to exceed more than 20 hours per week during the program.

Student Associations

Molecular Pathology Student Association (MPSA). The purpose of the MPSA is to promote professionalism among students majoring in Molecular Pathology to promote awareness of the MP profession to other students, healthcare professionals, and the general public. The organizations provide services to the community by participating in various service projects (both on and off campus) throughout the year. Education outside the classroom, recruitment, and fund raising are other important activities in which this association participates.

The officers of the MPSA include a President, Vice-President, Secretary, and Treasurer. A faculty advisor is appointed by the MP Program Director. The officers will be elected by their classmates during June of the first semester and will continue in this position throughout the year. Other officers including Historian, Volunteer Organizer and Recruitment Organizers are also elected for the year.

Four professional organizations, the Association for Molecular Pathology (AMP), American Society of Clinical Laboratory Science (ASCLS), the American Society of Clinical Pathology (ASCP), and the Association of Genetic Technologists (AGT) encourage student memberships at a discounted rate. These organizations are dedicated to representing laboratory personnel and advancing their interests through advocacy, standards setting, education, professional, and personal development. The ASCP student membership is complimentary for students who are currently enrolled in an accredited laboratory science program and intend to meet the ASCP Board of Certification eligibility requirements for certification. Visit <https://www.ascp.org/content/> to learn more about membership benefits.

The faculty and staff truly want you to succeed. There is no greater satisfaction to the faculty and staff than to hear about the excellent contributions made by our graduates. While we recognize the rigor (and, in fact, foster it) we know a well-earned degree is far more valuable than a token degree from a less challenging program.

Equipment Use

The laboratory manager and faculty members will determine and implement the proper procedures for the use of all equipment (including computers) and supplies in the laboratories, as well as the amount of supervision needed for the students. This applies to teaching and research.

Students will use only equipment and supplies entrusted to them, and those needed for class assignments, research purposes, or clinical practice.

No equipment or supplies may be used by a student without prior approval and instruction from the faculty.

Any equipment used will be returned to its designated location in clean, sanitary, and good working condition. It is the student's responsibility to learn the proper use of the equipment and take the initiative to report equipment malfunctions. Loss, abuse, theft, or suspected theft of equipment or supplies should be reported to the faculty immediately.

Use of departmental equipment by students is confined to TTUHSC with one exception; removal of departmental equipment may be allowed when it's use is related to official class operations and activities. This removal may be conducted only after express permission is granted by the Program Director and in accordance with the TTUHSC Operating Policy (HSC OP 61.01)

The student will be held financially responsible for the entire replacement cost of the items(s) in the event of damage, loss, or theft.

Students will not remove any program equipment from university facilities for personal use.

APPENDIX A

Molecular Pathology Program
Student Handbook

Department/Student Agreement

The Student Handbook is an important document intended to provide information to help you become acquainted with the Molecular Pathology Program. It is not to be considered a contract. The contents of this handbook may be changed at any time at the discretion of the Program. The program maintains the right to make and change departmental policies as necessary. This publication is available on the School of Health Professions website. Students are responsible for periodically accessing any revisions to the publication online.

Please read the following statements and sign below.

- I am aware the Molecular Pathology Program Student Handbook is available on the School of Health Professions website. I understand that the policies, rules, and benefits described in it are subject to change at the discretion of the program at any time.
- I am aware, during the course of my enrollment, confidential information may be made available to me such as student information and other related data. I understand this information is critical to the success of the program and must not be disseminated or used outside of the program premises. Upon leaving the program, whether voluntary or involuntary, I hereby agree not to utilize or exploit this information with any other individual or agency.
- I understand, should the content of this Handbook be changed in any way, the Program may require an additional signature from me to indicate that I am aware of and understand any new policies.
- I agree my signature below indicates I understand the above statements and acknowledge my responsibility to read the Molecular Pathology Program Student Handbook and be familiar with its contents.

Academic and Clinical Behavior

Students are expected to conduct their behavior in accordance with the following regulations:

1. The use of unauthorized written or oral references during examinations (cheating) is prohibited.
2. The inadequate citation of references or assistance on papers or class presentations (plagiarism) is prohibited.
3. Habitual tardiness, unexcused absences, and/or lack of participation in assigned class activities is prohibited.
4. Students will behave in accordance with the Code of Ethics set forth by the School of Health Professions and respective program/professional organizations in the clinical setting or in a simulation or demonstration settings in the classroom or laboratory.
5. Students will comply with all rules and regulations of the clinical facilities to which they are assigned.

I certify I have received a copy of the Molecular Pathology Program Student Handbook for my personal use and reference.

I assume responsibility to read, review, and thoroughly understand the rules, regulations, code of ethics, and honor code as outlined in the Student Handbook. I agree to abide by all rules, regulations, and codes while I am a student in the Molecular Pathology program at Texas Tech University Health Sciences Center

Within one week after receipt of this manual, I agree I am responsible to write an inquiry to the Program Director for clarification of any information in this handbook, including inquiry about consequences for my failure to comply. If I do NOT write an inquiry within one week after receipt, I am declaring I fully understand my responsibilities and any consequences for my failure to meet those responsibilities.

Student Printed name

Student Signature

Date

Department Representative

APPENDIX B

EXAMPLE ONLY

Students will be given an up-to-date CPAF later for official use; this is for informational purposes only and does not reflect affiliate sites available to the current class.

Molecular Pathology

Clinical Preceptorship Assignment Form (CPAF)

MP Clinical preceptorship begins in mid-March and ends in mid-May. Students are assigned their clinical preceptorship site during the fall semester. Assignments are made in advance to accommodate students who may need to make arrangements for moving. It is the student's responsibility to find housing, meet all financial obligations, and arrange for transportation. The preceptorship assignment is based on the information below and the program's available contracted sites.

Indicate your order of preference for each of the sites listed below; 1 is your first preference. You must rank ALL sites. Be aware each location has a limited number of sites available. Please attach any documentation you would like to have considered regarding your clinical preceptorship assignment.

- _____ TriCore (Albuquerque, New Mexico)
- _____ *Mayo Clinic (Rochester, Minnesota)
- _____ **M.D. Anderson Cancer Center (Houston, Texas)
- _____ The Methodist Hospital (Houston, Texas)
- _____ Baylor College of Medicine (Houston, Texas)
- _____ Texas Children's Hospital (Houston, Texas)
- _____ med fusion (Lewisville, Texas)
- _____ Unipath (Denver, Colorado)
- _____ CPL/SRL (Austin, Texas)
- _____ Methodist Hospital (San Antonio, Texas)
- _____ Scott and White (Temple, Texas)
- _____ MicroGen Dx (Lubbock, Texas)
- _____ Quest Diagnostics Nichols Institute (Chantilly, Virginia)
- _____ ProPath (Dallas, Texas)
- _____ Pathgroup (Nashville, Tennessee)
- _____ UTSW-Veripath (Dallas, Texas)

*Mayo Clinic requires separate application and interview

**MDACC requires onboarding process starting fall semester

APPENDIX C

Molecular Pathology Program
Student Agreement Honor Code

There is a mutual trust between you and the faculty. You promise integrity in work submitted and the faculty presume your honesty. All work submitted to the faculty is assumed and expected to be your own unless credit is given using proper footnoting and bibliographic techniques. Cheating, plagiarizing, falsifying results of study or laboratory results, or any action designed to deceive any member of the faculty are prohibited. This applies not only to examinations but also to all work handed in such as papers, laboratory reports, solutions to problems, practical exams, and computer materials, etc. Instructors have the right to include or exclude what will be covered by the Honor Code in their course. Violations of provisions of the Honor Code are cause for disciplinary action imposed as determined by the School of Health Professions Academic Misconduct Policy. It is also your duty to behave in a manner that will discourage other students from violation of the Honor Code.

The addendum is a pledge by the students who are taking an on-line course or will be using on-line testing. The pledge states:

1. I will not divulge my username or password to anyone.
2. I, and only I, will post answers to course assignments using my username and password
3. I, and only I, will take the on-line exams using my username and password.
4. I understand the online exams are closed book and I will not refer to my textbook, or any other references, while taking the exams unless indicated by the professor.
5. I will not print all or part of any exam.
6. I will not divulge the content of the online exams to any other student, whether enrolled in the course or not.
7. I understand work submitted to meet the requirements of one course cannot be submitted to meet the requirements of a second course without the permission of both instructors.
8. I understand violation of this code will constitute an honors violation and I will be subject to the appropriate sanctions as described in the [Texas Tech University Health Sciences Center Institutional Student Handbook 2021-2022](#).

Printed name

Date

Student signature

APPENDIX D

Molecular Pathology Program
Master of Science
Technical Standards

The Molecular Pathology Program (MP) at Texas Tech University Health Sciences Center is a vigorous and intense program that place specific professional, intellectual, physical and social requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals with physical and psychosocial impairments. The technical standards set by the MP program establish the qualities considered necessary for students admitted to the program to achieve the knowledge, skills, and competencies for entry-level practice. Ability to meet these technical standards is required for admission to the MP program and must be maintained throughout the terms a student is enrolled in the program. These standards are subject to amendment based on changes in health care /scope of practice.

Accepted applicants for the MP education program will be required to verify they understand and meet these technical standards, with or without reasonable accommodations.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully in our program. Any student with a disability who is accepted to the MP program must contact the TTUHSC Office of Student Disability Services as soon as possible. The coordinator will evaluate the student, confirm that the stated condition qualifies as a disability under applicable laws, and determine what accommodations are reasonable.

There are three separate and distinct components in the curriculum for the MP program. There is an academic didactic (classroom) component, a laboratory component, and a clinical/fieldwork/preceptorship component. Accommodations in place for the didactic component may not be available for the laboratory component, and/or clinical/fieldwork/preceptorship components in the curriculum.

To successfully complete didactic, laboratory, and clinical/fieldwork/preceptorship portions in the MP program an individual must meet the following technical standards:

- Mobility:**
 - The student **must** have adequate gross mobility in order to maneuver in a timely and safe fashion throughout the department.
 - The student **must** be able to lift his or her arms above shoulder height in order to place or remove items of ten pound or less from shelves.
 - The student **must** be able to bend over at the waist or squat (waist and knees) in order to place and remove items of ten pounds or less from drawers and cabinets.
- Manual Dexterity:** The student **must** have adequate fine motor skills to be able to manipulate small objects in a safe and precise manner. Examples include (but are **not** limited to) being able to operate a computer keyboard, dial a telephone, handle a pipette, use pipette tips, and reagent vials; manipulate tools and instruments used in the clinical laboratory; collect specimens, and use a pen or pencil in order to communicate effectively in writing for coursework and clinical/fieldwork/preceptorship to ensure patient/client safety.
- Auditory Acuity:** The student **must** be able to hear well enough to respond to significant sounds in a clinical lab. Examples would include (but are **not** limited to) being able to hear signals generated from instrumentation that may indicate normal operating status, critical sample value, or equipment malfunction, and being able to hear and follow verbal instruction from a coworker or supervisor in order to ensure patient safety.(National Patient Safety Goals)
- Verbal Communication Skills:** The student must be able to orally communicate professionally to persons on the telephone or other health care workers listening specifically to the student in person to ensure patient safety.(National Patient Safety Goals)
- Visual Acuity to read, write, discern colors, and use a microscope:** The student **must** have adequate eyesight such that they can recognize and distinguish gradients of color (such as on an ELISA assay), read numbers and words either on a video display screen, computer printout, or legible handwriting, and interpret lines and points on graphs and charts to ensure patient safety.
- Intellectual, Conceptual, Integrative, and Quality Skills:** The student **must** possess the ability to develop and exhibit organizational problem solving skills. Specifically, the student must have the ability to measure, calculate, analyze, interpret, synthesize, and evaluate data in a short period of time, have the ability to learn to perform duties and assignments in a timely manner while under stress in a variety of settings, exhibit the maturity to accept feedback, and demonstrate professional conduct in the classroom, laboratory, and at the preceptorship site.
- Social Behavior Skills:** Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, clients, and patients'/clients' families during clinical/fieldwork/preceptorship/ and academic interactions. Demonstrate ability to adjust to changing situations and uncertainty in academic and clinical/fieldwork/preceptorship situations. Conduct oneself in an ethical and legal manner demonstrating honesty, integrity, and professionalism in all interactions and situations.

Printed name

Date

Student signature

Master of Physician Assistant Studies

PA Program

Welcome

Welcome to the Texas Tech University Health Sciences Center Master of Physician Assistant Studies Program! The professional curriculum of the TTUHSC PA Program is a 27-month program consisting of 125 semester equivalent credit hours of academic and clinical education. Students will spend 15 months completing didactic coursework at the Midland campus. Student will then enter the clinical phase, completing 8 supervised clinical practice experiences in various medical disciplines. Students will also learn principals of evidence-based medicine and complete a masters project paper during the clinical year. The program is competency-based, meaning that in order to graduate, each student must be able to demonstrate competency in medical knowledge, patient assessment and patient management based on the following domains:

- Patient Care
- Medical Knowledge
- Practice-Based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-Based Practice
- Interprofessional Collaboration
- Personal and Professional Development

Upon completion of the program, students are awarded the Master of Physician Assistant Studies Degree and are eligible for the National Commission for Certification of the Physician Assistant (NCCPA) PANCE examination.

This handbook will guide you through the twenty-seven months of the TTUHSC PA Program. You are responsible for reading and understanding this handbook, and your performance evaluations will reflect your adherence to departmental policies. Periodically, the information in the Student Handbook may change. Every effort will be made to keep you informed through suitable lines of communication. In addition, the School of Health Professions policies and the University's official operating procedures are updated regularly and can be accessed on-line. In order to meet the dynamic and complex demands of the PA profession, your education will be comprised of didactic and clinical coursework that will be more rigorous than your previous undergraduate college experience. Upon entering the TTUHSC PA Program, you will become a professional graduate student. It will be your responsibility, and you will be expected to, develop professional attitudes and clinical judgment. The faculty and staff are completely committed to supporting you in your academic success, professional growth, and clinical endeavors. We are available to help you in your commitment to becoming a PA.

Acknowledgement of Receipt

The Student Handbook is an important document intended to assist the physician assistant student in becoming familiar with the Texas Tech University Health Sciences Center, School of Health Professions, Department of Laboratory Sciences and Primary Care, Physician Assistant Program. The provisions of this Handbook do not constitute a contract, express or implied, between any student or faculty member and Texas Tech University System, TTUHSC, School of Health Professions, Department of Laboratory Sciences and Primary Care, or the Physician Assistant program.

The University has a responsibility to maintain order within the University community and to discipline those who violate its standards, rules and/or policies. Enrollment requires students to share this responsibility. Students agree to abide by the standards, rules and/or policies set forth in this Student Handbook, the TTUHSC Student Handbook Code of Professional Conduct, all TTUHSC Operating Policies and Procedures, and the individual Schools' catalogs and any other official University publications.

The contents of this handbook may be changed at any time at the discretion of the Department and Program. The Department and Program maintain their rights and prerogative to make and change policies as necessary and without prior notice. The most current edition of this publication will be available on the School of Health Professions website. The Handbook supersedes all previous editions. Students are responsible for periodically accessing any revisions to the publications online.

All students in the Physician Assistant Program are required to sign a statement acknowledging responsibility to read the Student Handbook and be familiar with its contents.

Important Contacts and General Information

Faculty and Staff

Faculty: <https://www.ttuhsoc.edu/health-professions/master-physician-assistant-studies/faculty.aspx>
Staff: <https://www.ttuhsoc.edu/health-professions/master-physician-assistant-studies/staff.aspx>

SHP Administration

Administration: <https://www.ttuhsoc.edu/health-professions/administration/default.aspx>
Department Chairs: https://www.ttuhsoc.edu/health-professions/administration/department_chair.aspx

SHP Administrative Staff

Administrative Staff: https://www.ttuhsoc.edu/health-professions/administration/administrative_staff.aspx

SHP Office of Admissions and Student Affairs

Admissions: <https://www.ttuhsoc.edu/health-professions/admissions/>

TTUHSC PA Program Building and Campus Information

3600 N Garfield
Midland, TX 79705
(432) 620-1120
(432) 620-8605 fax

Texas Tech PA Program Building Hours

Monday – Friday 8:00 am – 5:00 pm

Student badge access 6:00 am- 10:00 pm daily (closed holidays)

Midland College

Library Hours

Current hours available on the website at:
<https://www.midland.edu/services-resources/library/index.php>

Dining

Current Hours available on the website at:
<https://www.midland.edu/campus-life/campus-living/dining.php>

Copies and Printing

A black and white copier/printer is available in the student workbook for student use. Each student will be assigned a code for accessing the copier. The use of the copier is for school-related business only, and each student will be given a maximum number of allowed copies (500 per semester). Misuse of the copier will result in cancellation of the student's code. Any copier malfunction should be reported immediately to program staff. The Midland College library also offers TTUHSC PA student limited daily printing.

It is highly recommend students own or purchase a printer with desired color options to meet personal preferences and needs.

Classroom Behavior

Food and Drink:

Due to the sensitive nature of the electronic equipment, it is important to maintain the organization and cleanliness of all classrooms and laboratories. Food is not allowed in the classrooms. Drinks are allowed if they are in a closed container. Adequate breaks are scheduled in the curriculum and the student lounge is available.

Classroom Seating:

Seating in the classroom is first come-first serve basis. Due to the high number of students enrolled in the program, students may be assigned seating in the classroom or for specific activities as defined by course instructors.

The program may make a seating chart in order to aid instructors with this need. If a student requires an assigned seat due to an identified disability, the student will need to contact the Office of Student Affairs and provide the necessary documentation. Once sufficient documentation has been provided, special accommodations will be granted.

Desktops must be cleared at the end of each day. Items left in the classroom will be disposed of at the end of day. The program is not responsible for any items left unattended in classrooms.

Community Service, Health Fairs, and Additional Shadowing Experiences

Outside of normal coursework, the Program does not sanction or support students to provide medical care or health screenings as health care providers. Students must be supervised at all times and are only covered by liability insurance when in program assigned clerkship courses or testing.

Electronic Devices

All electronic communication devices must be turned off or placed in silent mode when students are in class or clinic. If you have an urgency and have to take a phone call, you must step out of the room. During class, all electronic devices must be used only for the purpose of classroom activities only. Use of instant messaging, Twitter, Facebook, personal email, texting or any and all other applications not related to materials being presented is prohibited during all classroom, laboratory, or clinical activities. Repeated violations of this policy may result in disciplinary action.

Employment while in the PA Program

The PA program curriculum is time intensive and concentrated. *Students are strongly discouraged from employment during their term as PA students.* Work hours must not conflict with classroom or clerkship obligations. *Students may not work for the PA program or at any clinical clerkship site, in any capacity.*

Furniture and Program Equipment

Furniture policy:

Students must obtain permission before moving any furniture or equipment from a room, and then only with the understanding that the student is responsible for returning the items to their original location.

Equipment:

Faculty members will determine and implement the proper procedures for the use of all equipment and supplies in the classrooms and laboratories. Any equipment used must be returned to its designated location in a clean, sanitary, and good-working condition. It is the student's responsibility to learn the proper use of the equipment and take the initiative to report equipment malfunctions. Loss, abuse, or suspected theft of equipment or supplies should be reported to the faculty immediately.

Use of program equipment by students is confined to TTUHSC unless approved by the program director for official class operations in accordance with the TTUHSC Operating Policy (HSC OP 61.01). With this stated removal of departmental equipment, the student will be financially responsible for the entire replacement cost of the item(s) in the event of damage, loss or theft.

Students are not permitted to remove any departmental equipment from university facilities for personal use.

Faculty Office Hours and Appointments

Students are reminded that office hours and appointments are reserved for them to meet with every faculty member and clinical supervisor. Faculty will make every reasonable effort to meet with students. Instructors maintain office hours as per their syllabi, and faculty members are available by appointment, as needed. If a student cannot arrange a meeting with the faculty member, he or she should contact the Program Director.

Lockers

The program offers lockers to students on a first come, first serve basis. Lockers must be checked out with the front receptionist. Lockers may be kept during the didactic phase of the program only and students are highly encouraged to place a lock on their locker. The program is not responsible for theft of any personal items placed in the lockers.

Logos

Departments and other TTUHSC organizations may use the official TTUHSC logos. However, TTUHSC logos are legally protected trademarks, and restrictions apply. TTUHSC student organizations that wish to use any of the TTUHSC logos must contact PA Program Administration for prior approval and further instructions under the guidance of the assigned student society Faculty Advisor.

Student Services Fees and Midland College Access

Midland College offers access to the MC campus and events to the TTUHSC PA students with your TTUHSC ID badge. This provides access to the library (with limited printing services), discount tickets to various community events, and other Midland College events. The fitness center is excluded.

Fitness memberships are offered to all students paying the student services fees (didactic students) each semester at the Midland Planet Fitness at 1000 N. Midkiff Rd. You may obtain your authorization form each semester from the PA program front desk to enroll.

Clerkship year students will fall into the category "students at a distance" and will have to pay 20% of the fee. If a student during the clerkship year would like access to full services due to being near a branch campus with access to a gym and other services, they will opt in and pay 100% of the student services fee. These branch campuses include Midland, Lubbock, Amarillo or Abilene. Clerkship students can opt in by contacting Student Business Services.

Name Badge and Door Access Badge

Name Badge:

All TTUHSC personnel (faculty, staff and students) are required to visibly wear an official TTUHSC identification badge at all times while on a TTUHSC campus. Students also must wear their name badges on any clerkship site. For replacement, contact shp_studentaffairs@ttuhsc.edu

Your TTUHSC badge will also grant students' access to the Midland PA building during the times the building is open.

Student Success

The faculty and staff want every student to be successful. Students should be mentally and physically prepared to cope with a rigorous curriculum in PA studies. Students should carefully organize their activities in order to succeed. The faculty fully expects that each student will devote a minimum of three hours per week for every academic credit hour they have enrolled for in the program. For example, a student taking fifteen hours of course work will need to spend forty-five hours per week studying. That's a full-time job for anyone, and students would be well advised to consider it as such. Those who need assistance with managing the demands of the program are encouraged to reach out to their advisor for guidance on additional resources that are available. The PA program also works with students to develop remediation plans designed to supplement knowledge or skill areas.

Section 1: Overview of the Program

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the **Texas Tech University Health Sciences Center Physician Assistant Program** sponsored by **Texas Tech University Health Sciences Center**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the **ARC-PA Standards**.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be March 2023. The review date is contingent upon continued compliance with the *Accreditation Standards* and ARC-PA policy.

Program Vision, Mission, and Goals

VISION:

The vision of the Texas Tech University Health Sciences Center School of Health Professions Physician Assistant Program is to be regionally and nationally recognized for graduating excellent healthcare providers.

MISSION:

The mission of the Texas Tech University Health Sciences Center School of Health Professions Physician Assistant Program is to provide comprehensive medical education to physician assistant students. Through an environment of academic excellence and the promotion of life-long learning and professionalism, graduates will be prepared to practice patient-centered primary care, increasing access to healthcare for communities of West Texas and beyond.

GOALS:

The goals of the TTUHSC PA Program are to:

- Provide student clinical opportunities in primary care in rural and under-served populations in West Texas
- Admit highly qualified individuals with diverse backgrounds and life experiences
- Maintain an excellent first time pass rate on NCCPA PANCE

Section 2: Professionalism and Conduct

Becoming a Professional

Students of the TTUHSC PA Program have made a decision to become a medical professional and member of the healthcare team. The health professions are based on a high degree of trust by the individuals and patients they serve. Being a student in a health sciences environment is different from the typical university or college classroom. Students entering the PA profession have an obligation to conduct themselves at all times in a manner that reflects ethical and honest behavior.

TTUHSC PA Students are held to a high standard of professional and ethical conduct throughout the program. Professional conduct not only affects one's ability to practice medicine, but also the reputation of the TTUHSC PA Program and image of its students. Students will represent the program in a professional manner in many settings including the class, campus community, institution, and clinical community.

All students are expected to exhibit professional conduct in all academic and clinical settings. Students and student organizations are subject to disciplinary action according to the provisions of the Student Code and/or any other applicable University rules or regulations. Each student is responsible to become familiar with the various regulations of the University and meet the various requirements outlined below. Written policies are described in university publications such as this Handbook and the Schools' individual catalogs. Each student, in accepting admission, indicates a willingness to subscribe to and be governed by the rules and regulations of University officials to take such disciplinary action, including dismissal or expulsion, as may be deemed appropriate for failure to abide by such rules and regulations.

Resources such as the TTUHSC Student Handbook and Code of Conduct, and the Code of Ethical Conduct of the Physician Assistant Profession illustrate more clearly the standards to which students will be held. In addition to the guidelines stated in the TTUHSC policy, the behavior of a student enrolled in the PA program will be guided by the Generic Abilities and Technical Standards listed in this handbook. This creates an atmosphere of mutual trust and respect among all members of the campus and medical community.

Each student is responsible for his/her own integrity, and is likewise responsible for reporting possible violations of the Student Code by other students. Faculty and staff shall take all reasonable steps to prevent violations, and each faculty/staff member likewise is responsible for reporting violations.

The TTUHSC Student Handbook Code of Professional Conduct may be found at: <https://www.ttuhsc.edu/student-affairs/handbook.aspx>

Appropriate behavior in sharing of course materials

The distribution of any course materials, including but not limited to lecture slides, handouts, assignments, test materials, or other study materials is intended only for personal use by registered students in the current cohort. The sharing or distribution of any course materials with anyone other than members of the current class is strictly prohibited and will be considered unprofessional and a violation of academic conduct standards and subject to disciplinary action.

Student Professional Development Evaluation

Purpose of Evaluation:

TTUHSC PA students are held to a high standard of professionalism and ethical behavior through all phases of the PA Program. Professionalism is expected at all times: in the classroom, in the clinics and hospitals, and at program or school sponsored events. Professionalism will be evaluated toward the end of every semester while in the PA Program using the Professional Development Evaluation form (PDE) distributed on the Sakai Class site. Evaluations will be a part of the PA student record and will be used when future employers, licensing, credentialing boards request reference information.

Frequency of Professional Development Evaluations:

PDE will be completed each semester during the didactic phase and each clerkship course during the clinical phase. Grading policies for the PDE defined in individual course syllabi. In the event a student receives an unsatisfactory PDE grade, the Student Progression Committee (SPC) will review that student's entire academic record and may impose probation, remedial action, or dismissal.

Communication with the Program

Official Email:

All official e-mail communication to TTUHSC students is sent to the e-mail address provided by TTUHSC. E-mail communications should not be sent to faculty or staff from a student's personal e-mail account. Faculty and staff are not required to respond to e-mails sent from a student's personal e-mail account. The SHP and the PA program is not responsible for consequences related to unheeded e-mail correspondence.

Mode of Communication:

Students are encouraged to communicate with faculty and other students through e-mail. The class distribution email list should be utilized for program and student business purposes only. **The use of social media accounts or groups is not allowed or supported for program or student organization business. All student organization communications must utilize TTUHSC email.**

Timely Communication:

It is the student's responsibility to check this account on a daily basis to ensure important communications are not missed. Students should make every attempt to respond to email within 2 business days unless stated otherwise in the email.

Faculty and staff will check email during business hours and make every effort to respond to emails and voicemails within 2 business days. If unavailable, an out of office message will direct student who to contact for additional assistance.

Attendance

Students are expected to be available to attend all scheduled classes and clinics as per the published SHP academic calendar and course syllabus. *For additional information concerning attendance during the clinical year, refer to Section 4: Clinical Attendance Policies.*

Class and Laboratory:

Required classes and events for students are generally scheduled between the hours of 8 AM and 5 PM; however, it may be necessary to hold classes, labs, or activities outside of these hours. Students are required to attend classes at scheduled times as published in the course syllabus and SAKAI. Students should arrive 10 minutes prior to class/exam start time.

Excused Absences:

Emergency excused absences: If it is necessary to miss or be late for a class session, it is the student's responsibility to notify the PA Program staff at 432-620-1120 and their advisor **prior to class**. The student is responsible for material covered.

Excused absences will be granted for illness or a crisis situation involving the student or the student's immediate family. Written documentation as evidence for the crisis incident is required. The Program Director will evaluate other situations that may constitute a valid excuse for absence on a case-by-case basis. Sick days are intended for use only in the event of personal illness or to assist a member of the immediate family who is actually ill. If an absence for illness is for more than one day, documentation of the illness from a licensed health care provider must be provided to the student's academic advisor and included in the student's academic file.

Non-Emergency excused absences:Requests for an excused absence must be submitted to the student's academic advisor no later than 45 days in advance of the date(s) of the requested excused absence. Request must include the activities that will be missed. The request will be presented to the student progression committee for consideration and final approval. Categories of possible excused absences include the following:

- a. Attendance at a professional meeting or conference: Students may attend the TAPA and/or AAPA CME conference only if prior approval is obtained from the Program Director and Advisor. The student must be in good standing and have grade averages in all courses >80 to consider attendance.

- b. Absence due to religious observance: Student may be excused to observe a holy day observed by a religion as defined by HSC OP77.12.
- c. Wedding attendance: Approval may be granted for one day absence for immediate family members (as defined under TTUHSC Family and Medical Leave policy HSC OP 70.32) or if the student is a confirmed member of the wedding party. Student must indicate his/her relationship to the couple, role in the wedding, date of ceremony, and location of the event.
- d. Other requests: Other categories for requesting a non-emergency excused absence are considered at the discretion of the Student Progression Committee.

Excessive excused or Unexcused Absences:
Excessive excused or any unexcused absences are not permitted and will be referred to the Student Progression Committee. This may result in negative Professional Development Evaluation and/or disciplinary action. Absences not preapproved may be considered unexcused, except in special circumstances. Unexcused absences may include the following: oversleeping, time conflicts with personal commitments, family reunions, weddings, vacations, or other types of social events.

Late arrivals:
If you arrive late for class, you are to enter quietly by the door furthest from the podium, proceed to your seat and be seated with the least possible disruption to the class. Repeated tardiness or non-participation will be reflected on the evaluation under Professional Conduct and Development and may result in lower grade based on course syllabus policies.

Personal Days during Clerkship Year:
Up to two (2) personal excused absence days may be taken during the Clerkship Year. Personal days are considered non-emergency excused absences and must also be submitted to the assigned faculty advisor 30 days in advance of the date for the requested absence (special consideration may be given for fellowship interviews with less notice at the discretion of the SPC). No more than one personal day may be requested and excused per clerkship course. Examples of personal days include attendance at family events, job interviews, or addressing personals needs.

Absences on Test Days:
See Testing Policy and Procedure for additional information.

Dress Code

Purpose:
University-wide standards of dress and behavior should be observed both on campus and in the classroom. Neatness and modesty are valued and expected.

Personal grooming and hygiene are a priority. Members of the faculty and staff have the authority and responsibility to maintain standards of student dress and grooming within the classrooms, laboratories, and other areas of public presentations within the campus and community. The dress code reflects professional integrity and special needs of the individual classes. Professional dress is expected of students at all times throughout the program.

Appropriate Attire in Classroom and Lab:
Examples of unacceptable attire during classes includes, but is not limited to, the following:

- Ragged, torn, or unkempt clothing
- Halter tops or tank tops
- Spaghetti straps
- Midriffs
- Short shorts or skirts
- Clothing items with excessive rips or tears
- Athletic wear including warm-up style pants or leggings, sweat pants or yoga pants
- Perfume, cologne, or other fragrances which may be offensive to others.

Dress Code at Clinical Sites during Clerkship Courses:
Unless specifically defined by the clinical site, students should be dressed business casual with White Coat.Scrub attire is only appropriate for surgical/ER or procedural settings.

Clothing should allow for adequate movement during patient care and should not be tight, short, or low cut. Necklines should be high enough to not expose chest, hemlines to knee length, shoes must be closed toe, jewelry kept to a minimum, pierced areas should be free of ornament, and tattoos will be covered. All efforts should be made to wear clothing that does not draw attention to oneself.

Fragrances should be minimal.

OSHA Standards:
For all classes involving lab or clinical performance and while on clinical rotations, students are required to wear attire consistent with Occupational Safety and Health Administration (OSHA) standards if there is any risk of exposure to blood, bodily fluids, chemicals or potentially harmful agents. Legs must be covered and footwear must cover the majority of the foot (such as athletic shoes). Open-toed shoes may not be worn.

Dress Code for Examination:
See Testing Policy and Procedure for specific information.

Special Exceptions:
Specific events, VIP visits or other times at the program may require that students are dressed in business casual attire. The Program Director or Program Business Manager will notify students of the requirement on a case-by-case basis.

Clerkship Course Professional Requirements

General Guidelines:
The PA Program at the Texas Tech University Health Sciences Center strives to provide an exemplary education to students for careers in primary healthcare. As future members of the healthcare team, students will learn to be a member of the interprofessional health care team in providing healthcare services to patients.

Students on their clinical clerkship assignments are expected to act as a professional at all times. Students are expected to show up on time; be respectful of their preceptors, other healthcare professionals, patients, and patients' families; and maintain a positive, agreeable attitude. Clinical preceptors and their staff are not paid by the TTUHSC PA Program and provide their services and knowledge in a purely altruistic manner.

Patient Privacy and Health Insurance Portability and Accountability Act
Students are expected and required to respect the patient's privacy at all times. Discussing the patient, their family or medical problems outside of the office or where others can overhear is strictly prohibited.

HIPAA Training:
Each student receives HIPAA training administered through TTUHSC. Students are required to complete the training prior to orientation. Questions regarding training requirements should be direct to the Office of Admissions and Student Affairs at (806) 743-3220 or health.professions@ttuhsc.edu.

HIPAA Compliance:
Failure to comply with this policy is subject to disciplinary action and may be grounds for dismissal. HIPAA violations will be addressed by Institutional Compliance and/or the Student Progress Committee (SPC) to determine the continued academic standing of the student in the program.

Section 3: Curriculum

Academic Calendar

Published academic calendar:
The Academic Calendar can be accessed at the following web link: <https://www.ttuhsc.edu/health-professions/academic-calendar/default.aspx>

Required classes and activities:
Students are expected to be available during defined times on the published academic calendar. Students should reserve travel plans or activities for defined breaks between terms and/or clerkship courses.

PA Program Curriculum Overview

Curriculum Design and Philosophy:
The PA Program curriculum is designed to prepare graduates to provide excellent patient care across the lifespan. Education will be divided into 15 months of didactic coursework, followed by a year of clinical clerkship courses, providing students with a variety of experiences in different areas of medicine. The professional curriculum of the TTUHSC PA Program consists of 125 semester equivalent hours of academic and clinical education.

The curriculum includes core knowledge and skills about evolving basic and clinical preparatory sciences, interpersonal and communication skills, social and behavioral sciences, health care delivery and professional practice, and the application of knowledge and skills in patient care. The didactic sequencing builds a foundation of basic sciences and continues with application to clinical medicine, with the knowledge, skills, and attitudes required for clinical practice. Didactic courses are delivered with multiple teaching methods including lecture, laboratory, case discussions, collaborative learning experiences, and hybrid course delivery.

Supervised clinical experiences provides hands on clinical experiences in family medicine, internal medicine, pediatrics, OB/GYN, surgery, psychiatry, emergency medicine, and selective specialty. The student should be ready for travel by personal vehicle. Since many clinical sites are away from the Midland-Odessa area, all students must expect to be assigned to these away sites and should anticipate the need to find housing in these areas during the clinical portion of the program.

Required Courses:
The required courses and course descriptions for the PA Program are available in the TTUHSC SHP catalog.

Catalog: <https://www.ttuhsc.edu/health-professions/catalog.aspx>
Curriculum: <https://www.ttuhsc.edu/health-professions/master-physician-assistant-studies/curriculum.aspx>

Class Schedules

Class schedules will be published on course syllabi and on SAKAI under the "Class of:" SAKAI site. Students are encouraged to check SAKAI daily for updates or other program announcements. Schedules are subject to change at any time, and therefore, flex times are posted on the calendar to allow for scheduling needs of the Program. In addition, activities required for clinical site orientations maybe scheduled outside of regular class time and are required.

Scheduling of extra-curricular and outside events
Student groups wishing to schedule events may do so before or after regularly scheduled class times or during lunchtime. Approval must be received from the Program Director prior to contacting outside guests lecturers. Once approved by the Program Director, students must work with the program Business Coordinator to reserve appropriate classroom locations and resources for the event.

Course Syllabi
Course expectations and instructional objectives to guide student acquisition of required outcomes and competencies for each didactic and clerkship course are published in the course syllabus. The course syllabus will be posted on SAKAI for each course. For clerkship courses, the course syllabi are posted in the "Class of:" SAKAI site.

Student Expectations of Performance

The following assumptions apply to the manner in which each student is expected to meet the objectives of every course. Since all of these expectations apply to each course, these standard expectations are not repeated in each course document.

- The student demonstrates a systematic, safe, accurate, timely and efficient approach to the accomplishment of each objective and demonstrates the efficient use of materials in each activity.
- Adequate time is devoted to class and clinical activities and to preparation for each of those to meet the stated objective (i.e., 3 hours per credit hour).
- Academic integrity is demonstrated in each element of the student's performance.
- Ethical behavior appropriate to the standards of a developing professional is maintained at all times, particularly in relation to maintaining the confidentiality of information regarding patients or clients.
- Each student maintains appropriate personal health status to accomplish expectation of the program. Professional behavior – all students are expected to exhibit consistent professional conduct in the classroom, lab and clinic. Disruptive behaviors include, but are not limited to, tardiness, leaving early, offensive remarks, talking to others, and browsing social media.
- Cellular phone or electronic device use is not permitted during class, lab or clinic. This includes use of such devices for speaking, texting, instant messaging, and/or internet use. This does not preclude the use of computers for taking notes in class. Students who do not exhibit professional behaviors may be subject to disciplinary actions.

Testing Policy and Procedures

All testing policies apply in both the didactic and clinical years. For additional Clinical Year Assessment information refer to Section 4: End of Rotation Assessment Format.

Exam Time:

Examinations will be administered per the course schedule, published in the course syllabus. Students are expected to take exams at the scheduled times. Exceptions may only be made in the case of a valid excused absence.

Exam Location:

You may not log in to the test from another location unless instructed to do so by the course instructor or exam proctor. You will need to discuss your absence with the instructor or your advisor at the earliest opportunity.

Absences:

If a student is unable to take the examination at the designated time due to an **excused** absence (see the attendance policy), the student must take the examination as soon as possible after the scheduled test date. The instructor will coordinate the time and place for the student to complete the requirement. A student who misses an examination due to an **unexcused** absence will report immediately to their advisor or, if unavailable, the Director of Didactic Education. It is at the discretion of the instructor in consultation with the Program Director to permit the student to take the examination or receive a zero (0) for that examination. If the instructor allows the student to take an examination at another time, the above guidelines apply. Unexcused absences resulting in zero points will be an "F" for that examination.

Late arrival:

If you arrive late for a quiz or test, you will not be allowed to take the test at that time and become a disruption to the testing environment. Unexcused tardiness for an examination carries the same penalty as unexcused absence. It is at the discretion of the examination proctor to allow the student to take the examination due to unexcused tardiness.

The instructor/advisor may elect to discuss your case with the Student Progress Committee (SPC) or program director to determine disposition. Outcomes may include: a grade of zero for the test; or you may be allowed to take a make-up test at a later date. The maximum score on a make-up quiz or test is 70%.

Testing Format:

Examinations will be given by computer unless otherwise specified. Failure to bring a computer or malfunction of the computer may result in a student not being allowed to take the exam. It will be at the discretion of the instructor if the student will be allowed to take the examination at a later time or if the student will receive a zero for that examination. Availability of paper exam copies is at the discretion of the instructor.

- Students are responsible for maintaining computer and software updates as recommended for optimum system performance as per the following guidelines:
- For all online tests, it is recommended to always use network cords and plug their computer into the Ethernet port BEFORE powering on the computer to ensure a "hard wired" connection. Attempting to take a test over the Wi-Fi connection is strongly discouraged and may result in the examination not loading properly.
- Students are advised to have a power cable connected to their computer to avoid the risk of losing battery power during the examination.
- Students must turn off all automatic updates for any and all programs (i.e. Windows, Adobe, Java, etc...). If a computer initiates an automatic update and the student is "kicked out" of the examination and is unable to log back in, the student will only receive credit for the questions submitted.
- Computerized examinations may be given via multiple electronic formats including Sakai, ExamSoft, and Exam Driver. Students must have their computers appropriately updated with software prior to the exam. It is the student's responsibility to work with software support and have the latest, up to date version of all software and/or web browsers installed on their computers and operational.

A privacy screen is required for all computer examinations. Failure to bring a privacy screen may result in not being allowed to take the examination. A paper version will be offered at the discretion of the instructor.

Dress Code for Examinations:

During examinations, the following dress code must be adhered to:

- No hats
- No headbands, scarves or large accessories
- No watches or large jewelry
- Any clothing or accessories deemed a risk for academic integrity will be removed or the student asked to leave

Testing Environment:

Desks must be cleared of **all items** except for the student's computer, LAN cord, and mouse. This includes all drinks, food, or other items. All personal belongings MUST be placed at the periphery of the classroom or outside of the classroom as the discretion of the instructor. Scratch paper may be provided by the examination proctor at the discretion of the instructor.

- There will be no bathroom breaks during exams.
- Students must log in IMMEDIATELY after receiving the exam code from the proctor.
- During the examination the proctor may not answer questions related to the content of the examination.
- Ear plugs and scratch paper may be provided at *the discretion of the instructor*. No headphones are allowed.
- Proctoring will be at the discretion of the course director and may be administered by staff, faculty, or other proctoring services.
- Upon completion of the examination, rise quietly, collect all testing materials, proceed to the proctor for collection as applicable and depart the room. Re-entry is not allowed.
- Instructors may have additional policies posted in the course syllabus related to the testing environment.

Timed Testing:

Tests are timed. Generally, time allowance for questions is one minute per question, consistent with NCCPA PANCE testing guidelines. Once a student begins an examination, the examination must be completed within the allotted time and will be graded. Once time has expired for the examination, the computerized testing program will automatically "force submission". Paper examinations will be collected by the examination proctor.

Exam Scores and Grading:

Every effort will be made to release the grades within three (3) business days after the administration of the examination.

Students may approach the primary instructor with perceived grading discrepancies. The instructor will review an examination with any student who desires to do so after grades have been released. The student is expected to act in a professional manner when reviewing an examination. It is the student's responsibility to ensure accuracy of responses on computer or paper answer sheets. Challenges to examination questions will be accepted for 1 week after the return of scores. Challenges must be submitted in writing via email with two written sources with at least one from recommended course readings.

Virtual Testing

- We use the ExamMonitor service for exams taken through Examsoft, which is used during the didactic year. For clinical year exams (EOR and PACKRAT), we use the Monitor EDU remote proctoring service. This is subject to change based on organizational preferences. We also reserve the right to use other methods of remote proctoring, such as Zoom. All exams are closed-book and the review sessions if offered are also closed book. There are several acts of misconduct during an exam or review that could result in disciplinary action including dismissal from the program. So, please make sure that you strictly adhere to the following guidelines, the class syllabus and the student handbook:
 - Make sure that you orient yourself, as well as the camera, so that you will be seen during the entire time you take the exam and review your answers. We need to see your entire face, not just eyebrows, forehead or the scalp. Make sure that you do not block the camera while taking the exam or during the review.
 - Do not vocalize the questions and the responses out loud.
 - Using any material (e.g. notebooks, sheets of paper) or equipment (besides the computer you use to take the exam; e.g. mobile phones*) is not allowed.
 - Wearing headphones or earphones is not permitted during exams. If you need earplugs (to minimize distractions), they will be provided by the program.
 - Recording, writing down or taking pictures of exam questions during the exam or during the review that follows is not allowed.
 - Any review following an exam if offered, is also fully recorded. Treat the review like an exam.
 - These rules apply for all closed book exams that are administered through Examsoft and ExamMonitor.
 - *Monitor EDU and Zoom monitoring DOES require use of the students phone to proctor the testing environment for the duration of the exam.
- Please do not discuss anything related to the exam with anyone while taking the exam or during the review.
- Tests are timed. Generally, time allowance for questions is one minute per question, consistent with NCCPA PANCE testing guidelines.
- If an immediate review is allowed, passwords for the review will be provided.
- As always, personal integrity is paramount.

PAEA PACKRAT and End of Rotation Exams:

PAEA Assessments are used during the program. During and after examinations, students are responsible for the following:

- Adhering to the PAEA Assessment academic integrity instructions and procedures as outlined.
- Adhering to the PAEA Assessment content security instructions and procedures outlined.

- Abiding by all institutional and program academic integrity policies and procedures as well as proctor instructions.

Prior to beginning any exam through Exam Driver, the student must agree to the terms and conditions as posted on the exam.

Information regarding the PAEA Exam Honor Code and student responsibilities is available at https://paeaonline.org/wp-content/uploads/2017/09/PAEA_Assessment-Policy-Doc_2017_Final3.pdf

All student should read and be familiar with these policies prior to all PAEA exams administered.

Section 4: Academic Policies, Progression, and Graduation

Registration

Student must register for all course work prior to the start of each semester. Clerkship year students must register for clerkship courses prior to start date of the first clerkship of each semester. CRN numbers will be sent to students by the program staff prior to registration dates.

Tuition and fees are due at the time of registration. For further information concerning registration procedures, contact the Office of Admissions and Student Affairs at (806)743-3220. Failure to register and pay all tuition and fees will result in administrative dismissal from the program.

Academic Advising

Upon enrollment, each student is assigned a faculty advisor to assist in understanding and abiding by PA Program policy and practice. Advisors must provide timely access for assistance and counseling regarding academic, professional or behavioral concerns or problems.

Each student should to meet with his/her academic advisor as needed for academic or professional concerns. It is advisable to meet with the academic advisor at the beginning of the program to provide background information to your advisor to best help assist during the program. Additional meetings with a student's academic advisor will be scheduled on an as needed basis. If the student fails a written or practical examination or other assessment, it is the student's responsibility to meet with the course instructor and academic advisor. Counseling sessions may be documented and placed in the student's file.

The student's responsibilities as an advisee in the advising process are:

- To give thoughtful consideration to personal career goals so academic and professional goals can be coordinated and discussed with advisor (another faculty member) as appropriate.
- To be responsible for monitoring progress toward graduation and the requirements for certification and licensure.
- To understand the basic structure of the curriculum and its requirements in order to ask meaningful questions.
- To become familiar with the class schedule for each term to plan semester schedules.
- To attend pre-registration meeting or make appointments with an advisor for registration counseling.
- To be responsible for maintaining academic and clinical performance in accordance with University and Departmental requirements.
- Title IX: While maintaining HIPAA and FERPA confidentiality, students are encouraged to notify the academic advisor or program director in the event of an illness, medical condition, or family condition (Title IX) that could potentially negatively impact the student's ability to remain academically successful. Accommodations will only be provided as recommended and approved through Disability Services.

The School of Health Professions does not grade replace.

Academic Standing Definition

To remain in good standing, a student must meet the academic progression requirements of the PA program. If the criteria for good standing are not met, the student will be considered, "not in good standing" and will be placed on probation. It is the responsibility of the student to know his/her academic status and progression standards.

Semester Grade Reports

Grade reports are posted on the TTUHSC website each semester and can be accessed using the student's e-raider account.

Credit By Examination

Credit by examination is not offered for courses in the PA program.

Academic Progression Standards

To progress in and graduate from the PA Program, a student must successfully:

- Maintain a semester and cumulative GPA of 2.8
- Earn a grade of "C" or higher or "P" in all courses
- Satisfactorily complete the didactic year coursework in order to progress to the clinical year
- Satisfactorily complete all requirements of the clinical year including courses and summative examination requirements
- Maintain satisfactory Professional Development Evaluations and adhere to all program, school, and institutional policies

Any student who does not satisfactorily meet the preceding standards will be referred to the Student Progression Committee (SPC) which will evaluate the student's performance and make recommendations to the Program Director which may include probation, remediation, or dismissal from the program.

The Student Progression Committee

The Student Progression Committee (SPC) is charged by the Program Director with the maintenance of the academic and professional standards of the TTUHSC Program. The committee has the responsibility to monitor student academic and professional performance as they progress towards graduation.

The committee is comprised of core faculty members of the TTUHSC PA program. The Associate Program Director acts as chair. Student academic and professional performance may be reviewed as needed with or without the student presence or knowledge. When evaluating student performance, the committee evaluates academic performance, grades, and professional development evaluation. Each case is reviewed on an individual basis.

Recommendations by the SPC may consist of, but are not limited to, probation, remedial action (which may or may not result in extended curriculum), or dismissal. The recommendation will be forwarded to and reviewed by the Program Director.

Notification of academic actions will follow current TTUHSC SHP Policy.

Specific review and actions may include the following:

- Review and recommend appropriate action of any student not meeting academic progression standards. The review consists of a review of current performance as well as student and admissions file review. Meeting minutes and academic action letters will be forwarded to the Program Director for review and approval.
- Review and complete professionalism evaluation each semester, or periodically as needed. Evaluations of any students will be forwarded to the Program Director for review.
- Review individual results of program practical and summative examinations and forward individual letters of student performance to the Program Director for review.
- Review cognitive or non-cognitive concerns brought to the attention of the committee by any faculty or staff member.

Probation, Remediation, Dismissal

In accordance with TTUHSC School of Health Professions Policy and the Standards established by the Accreditation Review Commission for the Education of Physician Assistants (ARC-PA), the PA Program recognizes certain didactic coursework and clerkships as fundamental for competency in clinical practice. Students who do not successfully complete all of the requirements of a didactic course or clinical clerkship as listed in this handbook under **Academic Progression Standards** are subject to **Academic Dismissal** in compliance with SHP Policy.

In accordance with the TTUHSC SHP regarding academic probation and the Standards established by the ARC-PA, the PA Program has established the following policies:

Academic Probation

A student not meeting the academic progression standards above may be subject to academic probation and will be referred to the SPC for review of the entire academic record. A recommendation for probation and/or remediation will be forwarded to the Program Director. A student may continue in the program if so determined by the Program Director. A student may continue in the program and must meet the academic progression standards and the terms of probation and/or remediation. .

- Students may be placed on academic probation for a maximum of one semester during the PA program (including both the didactic and clinical phases of training). Meeting the conditions of academic probation a second time will result in dismissal from the program.
- Students will be notified they are being placed on academic probation in accordance with the SHP Academic Probation Policy.
- A student on probation may have difficulty being placed in clerkship course sites based on clinical site affiliation agreements. This may limit the ability of the program to schedule clerkship course sites and delay a student's graduation.
- A student on academic probation may not hold elected or student leadership positions in the student society.

Remediation

Course grade below C

A student not meeting the academic progression standards will be reviewed by the SPC to determine if remediation is possible. If so, the student may be offered a remediation plan at the discretion of the SPC and Program Director. Remediation may include, but is not limited to, repeating a course or clerkship course, completing additional study in a subject area, retesting, deceleration, or repeating summative evaluations. A remediation plan in conjunction with probation or an academic warning must be completed within the time frame designated and presented within the letter.

A student receiving a course grade less than "C" may be offered the following:

- A one-time opportunity to repeat the clinical medicine/skills course or professional development course during the following semester by independent study, if instruction is available.
- A one-time opportunity to repeat the course(s) the next available offering which may be the next year. (recycle). If the course is a clerkship course, the next opportunity will be subject to scheduling and preceptor availability which will delay graduation.

Students at Academic Risk

Students identified at academic risk may be required to remediate. The course instructor, faculty member, or Program Director will identify the student at risk for failing based on course performance or other academic, behavioral or professional concerns.

A student may be offered a remediation plan that may include:

- Required student advisement and/or evaluation.
- Additional required study in a specific subject.

- Additional required testing to demonstrate acquisition of learning outcomes. Maximum score on re-test is a maximum of minimum passing (70%).

- A maximum of two courses may be remediated during the didactic year.
- A maximum of one clerkship course may be remediated during the clinical year.
- A maximum of one re-take may be offered for either portion of the Program Summative Examination.

The course instructor, in conjunction with the advisor and/or Program Director, will develop a remediation plan. If remediation efforts are unsuccessful, or a student has multiple academic concerns, the student may be referred to the SPC for additional review and recommendations to be forwarded to the Program Director. A formal academic warning letter from the Program Director may be issued to the student.

Behavioral or Professionalism Concerns

A student identified with behavioral or professionalism concerns will have documented behavioral counseling with the academic advisor and/or program director.

Dismissal

A student may be dismissed from the PA program if:

- The student acts in a manner detrimental to the safety or well-being of a client, patient, other student, or faculty.
- Violation of the academic and non-academic policies of, TTUHSC, the SHP, or the PA Program.
- The student does not maintain minimum academic performance standards of the PA program.
- The student does not meet the competencies in clinical practicum in the specified manner and time.
- The student does not meet the provisions of academic probation.
- The student meets criteria for academic probation a second time during the program.

Dismissal will occur in compliance with the SHP Academic Dismissal policy.

Curriculum Graduation Requirements

At the end of the PA program professional curriculum, each student record will be reviewed by the faculty and Program Director to determine if the student has satisfactorily completed and achieved the standards and requirements of the PA program and each course. If the student has met all requirements for completion of the professional curriculum, he/she is then recommended for graduation from the PA program. The Program Director submits these names to the Department Chair for approval and forwards to the Dean, SHP and the TTUHSC Registrar for graduation and the granting of a degree.

Graduation under a Particular Catalog

A student is expected to complete the degree requirements set forth in a particular School of Health Professions SHP catalog. This will be the catalog in effect at the time the student enters the program. Its provisions are applicable during the following school year, September through August. However, a student who registers for the first time, or is re-admitted during a summer session is subject to the degree requirements set forth in the catalog effective for the fall semester immediately following the initial enrollment. A catalog issued later than the student's first registration may be selected by the Chairperson in conference with the students.

PACKRAT Examinations

The PACKRAT is an assessment tool that is administered to help the student evaluate their academic progress and Physician Assistant National Certifying Exam (PANCE) preparation needs. Completion of the PACKRAT is a required component of the clinical year. The PACKRAT will be administered at the end of the didactic year and during the final phases of the clinical year. Students performing below the defined benchmark on the PACKRAT exams may be required to complete additional study.

Summative Clinical Skills Practical and Written Examination

Prior to completion of the clinical year, a summative evaluation consisting of a summative written and clinical skills evaluation will be administered. These exams are part of HPPA 6196 Professional Development V. Passage of both the summative clinical skills practicum and the summative written examination are required components for successful completion of the program.

Both the clinical skills practicum and the written summative examination will be administered within the last four (4) months of the clinical year.

Failure to pass either the clinical skills practicum or the written summative examination after two attempts will result in recommendation for dismissal.

Convocation and Commencement

The SHP convocation and commencement ceremony is held in Lubbock, Texas on the campus of Texas Tech University. Although the PA students take part in this ceremony held during May, they do not officially graduate or receive their diplomas until the following August. Each student is highly encouraged to attend the ceremony. Graduation regalia is paid for by the student at the time of order.

Certification and Licensure

Students who complete the graduate program in PA studies will meet the academic and clinical requirements for certification by the NCCPA and state licensure. The Program Director verifies satisfactory completion of academic course work, clinical practicum and knowledge of skills requirements.

NCCPA Certification:

The program will forward eligibility to the NCCPA for PANCE examination. Students are permitted to take the exam 7 days after official diploma as defined on the published SHP academic calendar.

State Licensure:

All transactions with state licensure boards are strictly the student's responsibility. The program director will provide appropriate paperwork, upon request, to forward to the state board. Contents of the student file including official student advising/counseling documentation, professionalism evaluations, academic progression communications, and overall academic performance will be utilized for reported.

Credentialing and privileges requests:

Should be directed to the Assistant Clinical Coordinator. Requests will be completed within 10 business days. Please allow additional time for requests of malpractice insurance coverage or claims.

Section 5: Clerkship Specific Policies

General Information

After successfully completing the didactic phase of PA training, students will transition to the clinical year. This time is known as the supervised clinical experience (SCE).

Rotation length and requirements:

The SCE currently consists of eight clinical clerkship courses, each spanning approximately 6 weeks. The current disciplines consist of the following: Family Medicine, Pediatrics, Internal Medicine, Psychiatry, Surgery, Emergency Medicine, Prenatal Care & Gynecology, and one selective clerkship course. Students are expected to be actively engaged in taking responsibility for their education by mastering the knowledge objectives outlined in the clerkship syllabi.

Didactic lectures, Rounds, and other academic opportunities:

Students are *required* to attend all learning activities of the rotation. In many hospitals and academic sites, this will include didactic lectures offered to all medical learners (including medical students and residents), participate in daily rounds, Grand Rounds, and other conferences.

General Duties and Tasks:

PA students are educated in taking medical histories and performing physical examinations, developing differentials, ordering diagnostic studies, developing diagnosis, treatment plans, and educating patients before entry into the supervised clinical experience. Clinical clerkship courses enable PA students to sharpen their primary care skills and learn the art of medical practice.

The primary goal is for the student to gain practical experience, develop skills as a healthcare practitioner, and learn the roles of other members of the healthcare team. The supervised clinical experience also emphasizes the dependent role of the PA and the Physician-PA Team concept.

Professional Liability

All clinical facilities require students have professional liability insurance. Professional liability insurance is provided by the SHP, and information regarding provision of liability insurance is described in the affiliation agreement between TTUHSC and the facility. All questions regarding professional liability insurance addressed to the students should be referred to the Clerkship Coordinator. Students are covered by this liability insurance only while they are in a clinical setting, laboratory, or classroom approved by the TTUHSC PA Program administration.

The SHP provides professional liability coverage for students that work or study in a clinical environment with limits of \$1,000,000/\$3,000,000. This coverage only applies to activities which are part of and a requirement of students' curriculum. Depending on each student's personal financial situation, this may or may not be adequate coverage. It is recommended that you meet with a financial advisor or attorney of your choice to determine whether or not you need to purchase additional coverage.

Clerkship Region Assignments

Clinical Regions:

Students will be assigned a clinical region at the discretion of the faculty during the Spring semester of the didactic year. The TTUHSC PA program has established regions based around TTUHSC campuses in Amarillo, Lubbock, Permian Basin, Abilene, and El Paso.

Assignment Process: The assignment process is coordinated by the Director of Clinical Education and the assignments are approved by the Clinical Faculty Team. The number of students per region is determined yearly based on sufficiency and availability of clinical sites. The following criteria may be considered in the selection process: Academic standing and performance, GPA, Professionalism, Professional Service, indicators of future practice in populations similar to regional assignments. Clerkship region assignments are final.

Travel Requirements Outside of Home Region:

Students are not guaranteed all clerkship course sites will be located within their assigned region. Students may be required to move between regions or outside of the TTUHSC regions based on site/preceptor availability in specific disciplines or for other unexpected situations. Students will be responsible for all travel expenses during the clinical year.

Clinical Site Scheduling

Solicitation and scheduling of sites/preceptors:

All clinical sites are solicited and schedules are assigned by the faculty of the TTUHSC PA program Clinical Team. The program faculty will review, evaluate and approve all preceptorships for the suitability of the program. All clinical clerkship courses are scheduled by the Student Training Education and Placement System utilized by EXXAT. Students will have input into their experience placements through submission of preferences.

Student solicitation of site strictly prohibited:

Students may not contact providers or preceptors to seek or schedule clinical clerkship course experiences. Students may suggest sites and preceptors to the Clerkship Coordinator, but all communications with preceptors for the purposes of scheduling and affiliation will be done by program faculty and staff.

Rotation rescheduling:

Please note that occasionally, the situation may arise with little notice that a preceptor is unable to fulfill the scheduled clinical experience.

This may result in rescheduling with another preceptor, relocation of a student to another region, or limited activities while affiliation agreements or contracts are in process. Students must remain flexible when unexpected situations arise. In this case, the student had two choices:

- Accept the rotation assignment provided by the clinical team to replace the original rotation - the Clinical Team will make every effort to secure a clinical rotation site/preceptor for the student. The student may not find their own rotation.

- Not accept the rotation selection from the clinical team - the student may suggest alternative rotation sites/preceptors to the team. By choosing this option, the student agrees that if another rotation cannot be arranged, the student may be required to extend their program, delaying graduation.

Student Requirements for Clinical Sites

Contacting preceptors/sites:

Students must contact their next supervising clinical preceptor a minimum of **four (4) weeks** prior to the start of each supervised clinical experience.

Onboarding and orientation requirements:

In addition to contacting the clinical preceptor, students are required to contact any facility in which training will also occur in and complete all paperwork prior to arrival. The Clerkship Coordinator will be able to answer questions or concerns regarding the policies and requirements for specific clinical sites. Student must comply with any facility required background checks, health screenings, drug screening, or other requirements.

Failure to contact clinical sites or complete requirements may result in a delay in clerkship. This will delay a student's graduation pending completion of the clerkship course. It is the responsibility of the student to notify and complete any necessary paperwork required for each supervised clinical experience.

BLS, ACLS, and PALS Certification

Students will be required to complete BLS, ACLS and PALS certification as a part of didactic training and maintain certification through program graduation. Students who fail to complete these certifications during scheduled times will be required to do at their own expense prior to deadlines defined by the Clinical Team during the didactic year.

Blood and Bodily Fluid Exposures

Report any blood or body fluid exposures (i.e. needle sticks) to Nicole Hines, RN, your assigned Clinical Coordinator, supervising physician, hospital employee health, your clinical coordinator immediately and Infection Control Managing Director. See Blood & Body Fluid Exposure Plan. **(Please be advised that there are clinical situations where you might be exposed to toxins that could be harmful particularly in the case of pregnancy: Example: bone cement while on surgery rotation. We encourage you to be aware of this and notify your faculty advisor so that appropriate measures can be taken.)**

https://hsoweb.ttuhsu.edu/health-professions/documents/current/Blood-Borne-Pathogen-Policy_Feb2018.pdf

Expectations of Clerkship Students

Timely Communication during Clerkships

The following should be used to direct communications appropriate during clerkship experiences:

Issue	Timeliness of Communication	Contact Person
Emergency	24/7	432-620-1135
Urgent rotation concerns during business hours	During normal business hours, as soon as possible	Clerkship Coordinator, by email or phone
Non-urgent rotation concerns	During normal business hours	Clinicalteam.paprogram@ttuhsu.edu
Absence due to illness or emergency	During normal business hours, as soon as possible	First notify the preceptor and then your Faculty Advisor and Clinicalteam.paprogram@ttuhsu.edu
Preceptor illness or vacation	During normal business hours, as soon as possible	Clinicalteam.paprogram@ttuhsu.edu
Blood or Bodily Fluid Exposure	Seek medical care urgently, contact preceptor. Contact Office of Institutional Health as soon as possible during business hours	Seek medical care and contact Nicole Hines, Office of Institutional Health
Change of address or contact information	Within 5 business days	PA Program Business Coordinator and Registrar's Office

Identification during Clinical Experiences

Name tags and Badges:

A name tag identifying the student as a Physician Assistant Student MUST be worn at all times during the clinical experience. If a specific site requires additional identification, it is the responsibility of the student to comply. It is the student's responsibility to complete paperwork necessary to obtain required badges and return badges to the site prior to departure.

Greeting Patients and Student Identification Requirements:

Students are required to identify themselves to patients by their name and by TTUHSU student status. The student must explain to patients their working relationship with the preceptor.

Signing charts:

When a student signs a chart, they must identify their student status, ex. PA-S2. Any official paperwork or chart must be co-signed by the preceptor.

Student Supervision

Students must be supervised by their preceptor that is a licensed provider at all times. Student may only rotate with approved preceptors. Under no circumstances should a PA student be permitted to practice independent of direct supervision.

Accept only tasks for which the student has been properly trained and **perform procedures only under the direct supervision of the preceptor or designated secondary preceptor within the practice.**

Under no circumstances should a PA student be used as an employee of the practice or represented to patients as such. Students should not be used as clerical staff, medical scribes, or research assistants.

Clerkship Attendance Policies

Attendance:

Students are required to attend clinic at scheduled times and work the hours set forth by their designated preceptor (minimum of 8 hours/day, 40 hours per week). This is required through the entire length of the clinical rotation experience. While on clinical rotations, students will be "on duty" at the discretion of their supervising preceptor; it is not limited to the 8:00 am – 5:00 pm schedule.

This includes the potential of working weekends, holidays and on-call hours. In order to successfully complete the professional curriculum on time, rotations must be started and completed as scheduled. Requests for time off (arriving late, leaving early, personal days, appointments, etc.) must be pre-approved by the Faculty Advisor prior to seeking approval from the preceptor.

Clinical Absences:

Any illnesses or absences must be reported to their assigned academic advisor and Clerkship Coordinator immediately. All missed clinical hours must be recovered on an hour for hour basis. Missed clinical hours may be recovered during the rotation if time allows or at other times as approved by the DOCE through the Clinical Coordinator. If a student misses clinical time during the clerkship, the student will be required to maintain a time log to be co-signed by the supervising clinical preceptor. This will be used by their Clinical Coordinator to evaluate the need for additional clinical time in that area.

Excused Absences and Personal Days:

All anticipated absences must be pre- approved by the Faculty Advisor prior to requesting the absence from the Preceptor. Absence approval will be considered on a case by case basis.

See attendance policy in section 2

Requirements of All Clerkship Courses

Mid-rotation Evaluations:

Students are required to submit a mid-rotation evaluation form to the Clerkship Coordinator by Wednesday during week 3 by **5:00 PM CST** for each supervised clinical experience. If a student is unable to submit the Mid-Rotation Evaluation Form by the specified deadline, they are required to notify the Clerkship Coordinator **prior** to the deadline. If there are any problems, contact the Clerkship Coordinator or Assistant Clinical Coordinator ASAP for assistance.

Failure to submit the Mid-Rotation Evaluation Forms as specified above may result in loss points on the professionalism grade and may be grounds for repeating the clerkship course.

Patient and Procedure Logs:

The PA program utilizes EXXAT (<https://exxat.com/>), which is a web-based program designed for students participating in the supervised clinical experiences. The system is designed to capture age, diagnosis, type of setting and level of complexity as well as procedures. The system does not capture protected health information and no attempt should be made to include such data.

Instructions for usage of this system will be given at the pre-clinical orientation training.

Completion:

Patient logging is expected to occur **every day** of the clerkship. Patient logs must be completed no later than 5:00 PM on the Wednesday during the last week of the clerkship course. On the last day of the clerkship, the patient log will be reviewed by the Clinical Team. Students who fail to log a sufficient number of patient contacts may be subject to a reduction in their Professionalism grade or to repeat the clerkship as determined by the student progress committee.

Patient Logs:

During the supervised clinical experience students are required to document each patient encounter just as a practicing clinician would do. A patient encounter includes any patient in whom a patient was either observed or the student assisted in care with, regardless of the patient's age. While each clerkship course is different in terms of types of patient encounters, every patient should be logged. This is not only a requirement for successful completion of the clerkship course but this log may also assist you after graduation with employment and credentialing paperwork required for clinics and hospitals.

Each supervised clinical experience has varying patient volume loads familiar to the Clinical Team. The Clinical Team will monitor for the expected volume of patients that should be seen during the specified clerkship. The student is responsible for ensuring they are meeting the requirements for the number of patient logging contacts.

Procedure Logs:

The procedure log is a *mandatory component* of the supervised clinical experience. Completion of the REQUIRED procedures is a requirement of successful completion of the program. The procedures are available in the clinical year passport.

Documentation of all procedures is required.

It is recommended that students document each time a procedure is performed at the time it is performed, so an accurate record of how many times the procedure was performed can be recorded. **Required skills may require additional documentation/verification from the preceptor.** Information

Appendix 1: Rights and Responsibilities of Program Faculty

Faculty members of the PA program have specific responsibilities assigned to them on a daily basis. The four major responsibilities include: Academic instruction, clinical practice scholarly research; and departmental, school, institutional, professional and community service.

Faculty members are assigned teaching responsibilities each semester by the Chairperson based on information provided by the Program Director. These assignments are based in part upon the faculty member's expertise, professional interest and research. On occasion, a faculty member may be instructed to teach a course that has not been taught in the past due to scheduling problems or a faculty shortage in one or more areas of the program.

Nevertheless, every effort is made to ensure the quality of instruction.

Near the end of each semester, the faculty members are assessed by the students. These assessments are reviewed by the Program Director, Chairperson, and the Dean relative to teaching effectiveness, promotion, tenure, retention and merit pay. The student's assessments are important to the department and are taken seriously. All assessments are anonymous, however comments should be constructive and professional.

Every PA faculty member is certified by the National Commission on Certification of Physician Assistants (NCCPA) and is licensed by the Texas Medical Board. Furthermore, each faculty member must show proof of continuing medical education (CME); meeting both the state and national requirements. Typically CME credit is obtained by attendance at professional conferences, workshops, seminars, and journal reading.

Each faculty member is expected to contribute to a scholarly profession through publication, presentations, workshops, consultations and reviews.

Each faculty member is also assigned numerous service responsibilities. These include regular departmental faculty meetings and committee meetings within the department, school and institution. On average, faculty members attend at least two of these meetings per month and spend considerable time outside of the meetings working on assigned projects. Other service roles are demonstrated through participation in professional organizations on local, regional and/or national levels.

Another important aspect of each faculty members' position is advising. Each faculty member counsels students on topics such as career opportunities, research, comprehensive examinations, post graduate education, certification or any other topic related to academia. Faculty members are also responsible for informing students about their legal rights at Texas Tech University Health Sciences Center. These include the rights of the disabled student as stated below and on each course syllabus.

Faculty are also obligated to protect each student's privacy. Posting of grades by the student's names is strictly forbidden by federal law. Grades may be posted by personal test number or some other method which maintains the student's confidentiality, but are encouraged to be released via the current learning management system (i.e. SAKAI). Faculty are also prohibited from discussing grades and/or performance with a student's family members or anyone else without the student's written permission.

Appendix 2: Guidelines for Ethical Conduct for the Physician Assistant Profession

AAPA Policy

The Guidelines for Ethical Conduct for the Physician Assistant Profession were written by PAs for PAs. This ethics manual outlines the fundamental principles of the profession and describes ways in which the principles might apply in professional life. Each PA must use his or her best judgment in any situation while considering the preferences of the patient and the supervising physician, clinical information, ethical concepts and legal obligations. Students in the PA Program are held to the same standards of the PA profession.

The guidelines can be viewed in their entirety at the following weblink: <https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>

Appendix 3: Statement of Values of the PA Profession

NCCPA Code of Conduct

Below is the Code of Conduct for Certified and Certifying Physician Assistants as stated by the National Commission on Certification of Physician Assistants (NCCPA) and can also be found at the following web link: <https://www.nccpa.net/code-of-conduct>. All PA students are held to the same standards of conduct as defined by the NCCPA, and breaches of conduct may be reportable to the NCCPA.

Appendix 4: Technical Standards

Technical Standards

A student admitted into the TTUHSC Physician Assistant Program must meet basic and essential requirements that are necessary for obtaining employment and performing as a Physician Assistant. The technical standards each student must master include cognitive, physical and behavioral characteristics that are identified in the following:

Observation:

The applicant/student must possess the ability to observe required demonstrations, visual presentations in lectures and laboratories, and written and audiovisual presentations. Examples of perceptual abilities include but are not limited to gross and microscopic studies of organisms, cadaver dissections, and various diagnostic tests such as interpretation of echo cardiograms, digital and wavelength readings, and graphic or radiographic images. The applicant/student must be able to observe patients accurately and completely, both at distance and closely using functional visual, hearing, and somatic sensation.

Communication:

The applicant/student must possess the ability to communicate effectively with patients to elicit information, including nonverbal communications, and describe changes in mood, activity, and posture with immediate assessment of information provided. Individuals must possess the ability to communicate effectively with clinical preceptors and other members of the healthcare team, didactic and clinical faculty, and colleagues. The applicant/student must possess the ability to effectively and sensitively communicate in oral, written, and electronic form with patients and members of the health care team in order to provide safe and effective patient care.

Motor:

The applicant/student must possess sufficient gross and fine motor function, equilibrium, and sensation to elicit information from patients through customary techniques for physical assessment such as visual observation/inspection, palpation, percussion, and auscultation as well as carry out diagnostic maneuvers and technical procedures involved in the practice of medicine and surgery. Examples reasonably required of physician assistants include cardiopulmonary resuscitation, application of pressure to stop bleeding, venous and arterial punctures, suturing, pelvic and rectal exams, obstetrical maneuvers, and opening of obstructed airways.

Intellectual, conceptual, integrative, and quantitative abilities:

The applicant/student must possess the ability to comprehend three dimensional relationships and spatial relationships of structures; and be able to collect, organize, prioritize, analyze and synthesize large amounts of detailed and complex information to apply in problem-solving and decision-making in clinical and educational settings including lectures, laboratories, small group discussions and clinical settings.

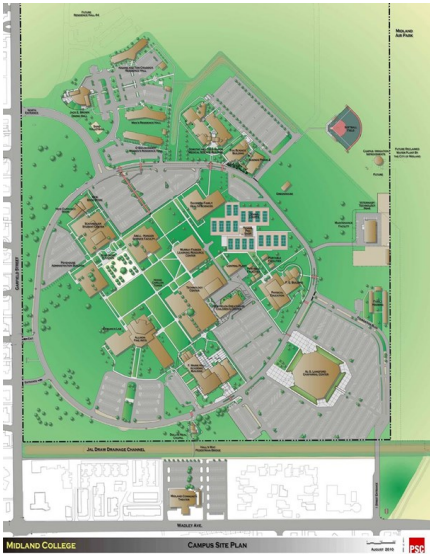
Behavioral and Social Attributes:

The applicant/student must be able to tolerate physical and mental taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and function in the face of uncertainty inherent in the evaluation and treatment of patients. The applicant/student must have the emotional health to fully use his/her intellectual ability, exercise good judgment and complete all responsibilities necessary to the diagnosis and care of patients. The applicant/student must possess integrity, compassion, and effective interpersonal skills to interact with patients and members of the health care team with sensitivity to cultural differences. The applicant/student must be able to understand and apply the concepts of medical ethics and demonstrate ethical behavior.

Candidates for selection to the PA program will be required to verify that they understand and meet the essential functions or believe that, with reasonable accommodations they can meet the standards. TTUHSC OP 10.15 complies with the American with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students with disabilities. Under these laws, no otherwise qualified and competitive individual with a disability shall be denied access to or participate in services, programs and activities of TTUHSC solely on the basis of the disability. For additional information, please see <https://www.ttuhsu.edu/student-services/>

Reviewed by legal counsel, 06/03/2015; effective June, 2016

Appendix 5: Midland College Map



PA Important Contacts and General Information

Important Contacts and General Information

Faculty and Staff

Faculty: <https://www.ttuhschool.edu/health-professions/master-physician-assistant-studies/faculty.aspx>
Staff: <https://www.ttuhschool.edu/health-professions/master-physician-assistant-studies/staff.aspx>

SHP Administration

Administration: <https://www.ttuhschool.edu/health-professions/administration/default.aspx>
Department Chairs: https://www.ttuhschool.edu/health-professions/administration/department_chair.aspx

SHP Administrative Staff

Administrative Staff: https://www.ttuhschool.edu/health-professions/administration/administrative_staff.aspx

SHP Office of Admissions and Student Affairs

Admissions: <https://www.ttuhschool.edu/health-professions/admissions/>

Class Hours

TTUHSC Campus classes may be scheduled anytime from 7:30 a. m. until 5:30 p.m. Monday through Friday.

PA Overview of the Program

Overview of the Program

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the **Texas Tech University Health Sciences Center Physician Assistant Program** sponsored by **Texas Tech University Health Sciences Center**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2023. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Program Vision, Mission, and Goals

VISION:

The vision of the Texas Tech University Health Sciences Center School of Health Professions Physician Assistant Program is to be regionally and nationally recognized for graduating excellent healthcare providers.

MISSION:

The mission of the Texas Tech University Health Sciences Center School of Health Professions Physician Assistant Program is to provide comprehensive medical education to physician assistant students. Through an environment of academic excellence and the promotion of life-long learning and professionalism, graduates will be prepared to practice patient-centered primary care, increasing access to healthcare for communities of West Texas and beyond.

GOALS:

The goals of the TTUHSC PA Program are to:

- Provide student clinical opportunities in primary care in rural and under-served populations in West Texas
- Admit highly qualified individuals with diverse backgrounds and life experiences
- Maintain an excellent first time pass rate on NCCPA PANCE

PA Professionalism and Conduct

Professionalism and Conduct

Becoming a Professional

Students of the TTUHSC PA Program have made a decision to become a medical professional and member of the healthcare team. The health professions are based on a high degree of trust by the individuals and patients they serve. Being a student in a health sciences environment is different from the typical university or college classroom. Students entering the PA profession have an obligation to conduct themselves at all times in a manner that reflects ethical and honest behavior.

TTUHSC PA Students are held to a high standard of professional and ethical conduct throughout the program. Professional conduct not only affects one's ability to practice medicine, but also the reputation of the TTUHSC PA Program and image of its students. Students will represent the program in a professional manner in many settings including the class, campus community, institution, and clinical community.

All students are expected to exhibit professional conduct in all academic and clinical settings. Students and student organizations are subject to disciplinary action according to the provisions of the Student Code and/or any other applicable University rules or regulations. Each student is responsible to become familiar with the various regulations of the University and meet the various requirements outlined below. Written policies are described in university publications such as this Handbook and the Schools' individual catalogs. Each student, in accepting admission, indicates a willingness to subscribe to and be governed by the rules and regulations of University officials to take such disciplinary action, including dismissal or expulsion, as may be deemed appropriate for failure to abide by such rules and regulations.

Resources such as the TTUHSC Student Handbook and Code of Conduct, and the Code of Ethical Conduct of the Physician Assistant Profession illustrate more clearly the standards to which students will be held. In addition to the guidelines stated in the TTUHSC policy, the behavior of a student enrolled in the PA program will be guided by the Generic Abilities and Technical Standards listed in this handbook. This creates an atmosphere of mutual trust and respect among all members of the campus and medical community.

Each student is responsible for his/her own integrity, and is likewise responsible for reporting possible violations of the Student Code by other students. Faculty and staff shall take all reasonable steps to prevent violations, and each faculty/staff member likewise is responsible for reporting violations.

The TTUHSC Student Handbook Code of Professional Conduct may be found at: <https://www.ttuhsu.edu/student-affairs/handbook.aspx>

Appropriate behavior in sharing of course materials

The distribution of any course materials, including but not limited to lecture slides, handouts, assignments, test materials, or other study materials is intended only for personal use by registered students in the current cohort. The sharing or distribution of any course materials with anyone other than members of the current class is strictly prohibited and will be considered unprofessional and a violation of academic conduct standards and subject to disciplinary action.

Student Professional Development Evaluation

Purpose of Evaluation:

TTUHSC PA students are held to a high standard of professionalism and ethical behavior through all phases of the PA Program. Professionalism is expected at all times: in the classroom, in the clinics and hospitals, and at program or school sponsored events. Professionalism will be evaluated toward the end of every semester while in the PA Program using the Professional Development Evaluation form (PDE) distributed on the Sakai Class site. Evaluations will be a part of the PA student record and will be used when future employers, licensing, credentialing boards request reference information.

Frequency of Professional Development Evaluations:

PDE will be completed each semester during the didactic phase and each clerkship course during the clinical phase. Grading policies for the PDE defined in individual course syllabi. In the event a student receives an unsatisfactory PDE grade, the Student Progression Committee (SPC) will review that student's entire academic record and may impose probation, remedial action, or dismissal.

Communication with the Program

Official Email:

All official e-mail communication to TTUHSC students is sent to the e-mail address provided by TTUHSC. E-mail communications should not be sent to faculty or staff from a student's personal e-mail account. Faculty and staff are not required to respond to e-mails sent from a student's personal e-mail account. The SHP and the PA program is not responsible for consequences related to unheeded e-mail correspondence.

Mode of Communication:

Students are encouraged to communicate with faculty and other students through e-mail. The class distribution email list should be utilized for program and student business purposes only. ***The use of social media accounts or groups is not allowed or supported for program or student organization business. All student organization communications must utilize TTUHSC email.***

Timely Communication:

It is the student's responsibility to check this account on a daily basis to ensure important communications are not missed. Students should make every attempt to respond to email within 2 business days unless stated otherwise in the email.

Faculty and staff will check email during business hours and make every effort to respond to emails and voicemails within 2 business days. If unavailable, an out of office message will direct student who to contact for additional assistance.

Attendance

Students are expected to be available to attend all scheduled classes and clinics as per the published SHP academic calendar and course syllabus. *For additional information concerning attendance during the clinical year, refer to Section 4: Clinical Attendance Policies.*

Class and Laboratory:

Required classes and events for students are generally scheduled between the hours of 8 AM and 5 PM; however, it may be necessary to hold classes, labs, or activities outside of these hours. Students are required to attend classes at scheduled times as published in the course syllabus and SAKAI. Students should arrive 10 minutes prior to class/exam start time.

Excused Absences:

Emergency excused absences: If it is necessary to miss or be late for a class session, it is the student's responsibility to notify the PA Program staff at 432-620-1120 and their advisor ***prior to class***. The student is responsible for material covered.

Excused absences will be granted for illness or a crisis situation involving the student or the student's immediate family. Written documentation as evidence for the crisis incident is required. The Program Director will evaluate other situations that may constitute a valid excuse for absence on a case-by-case basis. Sick days are intended for use only in the event of personal illness or to assist a member of the immediate family who is actually ill. If an absence for illness is for more than one day, documentation of the illness from a licensed health care provider must be provided to the student's academic advisor and included in the student's academic file.

Non-Emergency excused absences: Requests for an excused absence must be submitted to the student's academic advisor no later than 45 days in advance of the date(s) of the requested excused absence. Request must include the activities that will be missed. The request will be presented to the student progression committee for consideration and final approval. Categories of possible excused absences include the following:

- a. Attendance at a professional meeting or conference: Students may attend the TAPA and/or AAPA CME conference only if prior approval is obtained from the Program Director and Advisor. The student must be in good standing and have grade averages in all courses >80 to consider attendance.
- b. Absence due to religious observance: Student may be excused to observe a holy day observed by a religion as defined by HSC OP77.12.
- c. Wedding attendance: Approval may be granted for one day absence for immediate family members (as defined under TTUHSC Family and Medical Leave policy HSC OP 70.32) or if the student is a confirmed member of the wedding party. Student must indicate his/her relationship to the couple, role in the wedding, date of ceremony, and location of the event.
- d. Other requests: Other categories for requesting a non-emergency excused absence are considered at the discretion of the Student Progression Committee.

Excessive excused or Unexcused Absences:

Excessive excused or any unexcused absences are not permitted and will be referred to the Student Progression Committee. This may result in negative Professional Development Evaluation and/or disciplinary action. Absences not preapproved may be considered unexcused, except in special circumstances. Unexcused absences may include the following: oversleeping, time conflicts with personal commitments, family reunions, weddings, vacations, or other types of social events.

Late arrivals:

If you arrive late for class, you are to enter quietly by the door furthest from the podium, proceed to your seat and be seated with the least possible disruption to the class. Repeated tardiness or non-participation will be reflected on the evaluation under Professional Conduct and Development and may result in lower grade based on course syllabus policies.

Personal Days during Clerkship Year:

Up to two (2) personal excused absence days may be taken during the Clerkship Year. Personal days are considered non-emergency excused absences and must also be submitted to the assigned faculty advisor 30 days in advance of the date for the requested absence (special consideration may be given for fellowship interviews with less notice at the discretion of the SPC). No more than one personal day may be requested and excused per clerkship course. Examples of personal days include attendance at family events, routine medical appointments, or addressing personal needs. Wedding attendance may be excusable per attendance policies but must be made up if not taken as a personal day.

Absences on Test Days:

See Testing Policy and Procedure for additional information.

Dress Code

Purpose:

University-wide standards of dress and behavior should be observed both on campus and in the classroom. Neatness and modesty are valued and expected.

Personal grooming and hygiene are a priority. Members of the faculty and staff have the authority and responsibility to maintain standards of student dress and grooming within the classrooms, laboratories, and other areas of public presentations within the campus and community. The dress code reflects professional integrity and special needs of the individual classes. Professional dress is expected of students at all times throughout the program.

Appropriate Attire in Classroom and Lab:

Examples of unacceptable attire during classes includes, but is not limited to, the following:

- Ragged, torn, or unkempt clothing
- Halter tops or tank tops
- Spaghetti straps
- Midriffs
- Short shorts or skirts
- Clothing items with excessive rips or tears
- Athletic wear including warm-up style pants or leggings, sweat pants or yoga pants
- Perfume, cologne, or other fragrances which may be offensive to others.

Dress Code at Clinical Sites during Clerkship Courses:

Unless specifically defined by the clinical site, students should be dressed business casual with White Coat. Scrub attire is only appropriate for surgical/ER or procedural settings.

Clothing should allow for adequate movement during patient care and should not be tight, short, or low cut. Necklines should be high enough to not expose chest, hemlines to knee length, shoes must be closed toe, jewelry kept to a minimum, pierced areas should be free of ornament, and tattoos will be covered. All efforts should be made to wear clothing that does not draw attention to oneself.

Fragrances should be minimal.

OSHA Standards:

For all classes involving lab or clinical performance and while on clinical rotations, students are required to wear attire consistent with Occupational Safety and Health Administration (OSHA) standards if there is any risk of exposure to blood, bodily fluids, chemicals or potentially harmful agents. Legs must be covered and footwear must cover the majority of the foot (such as athletic shoes). Open-toed shoes may not be worn.

Dress Code for Examination:

See Testing Policy and Procedure for specific information.

Special Exceptions:

Specific events, VIP visits or other times at the program may require that students are dressed in business casual attire. The Program Director or Program Business Manager will notify students of the requirement on a case-by-case basis.

Clerkship Course Professional Requirements

General Guidelines:

The PA Program at the Texas Tech University Health Sciences Center strives to provide an exemplary education to students for careers in primary healthcare. As future members of the healthcare team, students will learn to be a member of the interprofessional health care team in providing healthcare services to patients.

Students on their clinical clerkship assignments are expected to act as a professional at all times. Students are expected to show up on time; be respectful of their preceptors, other healthcare professionals, patients, and patients' families; and maintain a positive, agreeable attitude. Clinical preceptors and their staff are not paid by the TTUHSC PA Program and provide their services and knowledge in a purely altruistic manner.

Patient Privacy and Health Insurance Portability and Accountability Act

Students are expected and required to respect the patient's privacy at all times. Discussing the patient, their family or medical problems outside of the office or where others can overhear is strictly prohibited.

HIPAA Training:

Each student receives HIPAA training administered through TTUHSC. Students are required to complete the training prior to orientation. Questions regarding training requirements should be direct to the Office of Admissions and Student Affairs at (806) 743-3220 or health.professions@ttuhsc.edu.

HIPAA Compliance:

Failure to comply with this policy is subject to disciplinary action and may be grounds for dismissal. HIPAA violations will be addressed by Institutional Compliance and/or the Student Progress Committee (SPC) to determine the continued academic standing of the student in the program.

PA Curriculum

Curriculum

Academic Calendar

Published academic calendar:

The Academic Calendar can be accessed at the following web link: <https://www.ttuhschool.edu/health-professions/academic-calendar/default.aspx>

Required classes and activities:

Students are expected to be available during defined times on the published academic calendar. Students should reserve travel plans or activities for defined breaks between terms and/or clerkship courses.

PA Program Curriculum Overview

Curriculum Design and Philosophy:

The PA Program curriculum is designed to prepare graduates to provide excellent patient care across the lifespan. Education will be divided into 15 months of didactic coursework, followed by a year of clinical clerkship courses, providing students with a variety of experiences in different areas of medicine. The professional curriculum of the TTUHSC PA Program consists of 125 semester equivalent hours of academic and clinical education.

The curriculum includes core knowledge and skills about evolving basic and clinical preparatory sciences, interpersonal and communication skills, social and behavioral sciences, health care delivery and professional practice, and the application of knowledge and skills in patient care. The didactic sequencing builds a foundation of basic sciences and continues with application to clinical medicine, with the knowledge, skills, and attitudes required for clinical practice. Didactic courses are delivered with multiple teaching methods including lecture, laboratory, case discussions, collaborative learning experiences, and hybrid course delivery.

Supervised clinical experiences provides hands on clinical experiences in family medicine, internal medicine, pediatrics, OB/GYN, surgery, psychiatry, emergency medicine, and selective specialty. The student should be ready to travel by personal vehicle. Since many clinical sites are away from the Midland-Odessa area, all students must expect to be assigned to these away sites and should anticipate the need to find housing in these areas during the clinical portion of the program.

Required Courses:

The required courses and course descriptions for the PA Program are available in the TTUHSC SHP catalog.

Catalog: <https://www.ttuhschool.edu/health-professions/catalog.aspx>

Curriculum: <https://www.ttuhschool.edu/health-professions/master-physician-assistant-studies/curriculum.aspx>

Class Schedules

Class schedules will be published on course syllabi and on SAKAI under the "Class of-" SAKAI site. Students are encouraged to check SAKAI daily for updates or other program announcements. Schedules are subject to change at any time, and therefore, flex times are posted on the calendar to allow for scheduling needs of the Program. In addition, activities required for clinical site orientations may be scheduled outside of regular class time and are required.

Scheduling of extra-curricular and outside events

Student groups wishing to schedule events may do so before or after regularly scheduled class times or during lunchtime. Approval must be received from the Program Director prior to contacting outside guests lecturers. Once approved by the Program Director, students must work with the program Business Coordinator to reserve appropriate classroom locations and resources for the event.

Course Syllabi

Course expectations and instructional objectives to guide student acquisition of required outcomes and competencies for each didactic and clerkship course are published in the course syllabus. The course syllabus will be posted on SAKAI for each course. For clerkship courses, the course syllabi are posted in the "Class of-" SAKAI site.

Student Expectations of Performance

The following assumptions apply to the manner in which each student is expected to meet the objectives of every course. Since all of these expectations apply to each course, these standard expectations are not repeated in each course document.

- The student demonstrates a systematic, safe, accurate, timely and efficient approach to the accomplishment of each objective and demonstrates the efficient use of materials in each activity.
- Adequate time is devoted to class and clinical activities and to preparation for each of those to meet the stated objective (i.e., 3 hours per credit hour).
- Academic integrity is demonstrated in each element of the student's performance.
- Ethical behavior appropriate to the standards of a developing professional is maintained at all times, particularly in relation to maintaining the confidentiality of information regarding patients or clients.
- Each student maintains appropriate personal health status to accomplish expectation of the program. Professional behavior – all students are expected to exhibit consistent professional conduct in the classroom, lab and clinic. Disruptive behaviors include, but are not limited to, tardiness, leaving early, offensive remarks, talking to others, and browsing social media.
- Cellular phone or electronic device use is not permitted during class, lab or clinic. This includes use of such devices for speaking, texting, instant messaging, and/or internet use. This does not preclude the use of computers for taking notes in class. Students who do not exhibit professional behaviors may be subject to disciplinary actions.

Testing Policy and Procedures

All testing policies apply in both the didactic and clinical years. For additional Clinical Year Assessment information refer to Section 4: End of Rotation Assessment Format.

Exam Time:

Examinations will be administered per the course schedule, published in the course syllabus. Students are expected to take exams at the scheduled times. Exceptions may only be made in the case of a valid excused absence.

Exam Location:

You may not log in to the test from another location unless instructed to do so by the course instructor or exam proctor. You will need to discuss your absence with the instructor or your advisor at the earliest opportunity.

Absences:

If a student is unable to take the examination at the designated time due to an **excused** absence (see the attendance policy), the student must take the examination as soon as possible after the scheduled test date. The instructor will coordinate the time and place for the student to complete the requirement. A student who misses an examination due to an **unexcused** absence will report immediately to their advisor or, if unavailable, the Director of Didactic Education. It is at the discretion of the instructor in consultation with the Program Director to permit the student to take the examination or receive a zero (0) for that examination. If the instructor allows the student to take an examination at another time, the above guidelines apply. Unexcused absences resulting in zero points will be an "F" for that examination.

Late arrival:

If you arrive late for a quiz or test, you will not be allowed to take the test at that time and become a disruption to the testing environment. Unexcused tardiness for an examination carries the same penalty as unexcused absence. It is at the discretion of the examination proctor to allow the student to take the examination due to unexcused tardiness.

The instructor/advisor may elect to discuss your case with the Student Progress Committee (SPC) or program director to determine disposition. Outcomes may include: a grade of zero for the test; or you may be allowed to take a make-up test at a later date. The maximum score on a make-up quiz or test is 70%.

Testing Format:

Examinations will be given by computer unless otherwise specified. Failure to bring a computer or malfunction of the computer may result in a student not being allowed to take the exam. It will be at the discretion of the instructor if the student will be allowed to take the examination at a later time or if the student will receive a zero for that examination. Availability of paper exam copies is at the discretion of the instructor.

- Students are responsible for maintaining computer and software updates as recommended for optimum system performance as per the following guidelines:
- For all online tests, it is recommended to always use network cords and plug their computer into the Ethernet port BEFORE powering on the computer to ensure a "hard wired" connection. Attempting to take a test over the Wi-Fi connection is strongly discouraged and may result in the examination not loading properly.
- Students are advised to have a power cable connected to their computer to avoid the risk of losing battery power during the examination.
- Students must turn off all automatic updates for any and all programs (i.e. Windows, Adobe, Java, etc...). If a computer initiates an automatic update and the student is "kicked out" of the examination and is unable to log back in, the student will only receive credit for the questions submitted.
- Computerized examinations may be given via multiple electronic formats including Sakai, ExamSoft, and Exam Driver. Students must have their computers appropriately updated with software prior to the exam. It is the student's responsibility to work with software support and have the latest, up to date version of all software and/or web browsers installed on their computers and operational.

A privacy screen is required for all computer examinations. Failure to bring a privacy screen may result in not being allowed to take the examination. A paper version will be offered at the discretion of the instructor.

Dress Code for Examinations:

During examinations, the following dress code must be adhered to:

- No hats
- No headbands, scarves or large accessories
- No watches or large jewelry
- Any clothing or accessories deemed a risk for academic integrity will be removed or the student asked to leave

Testing Environment:

Desks must be cleared of **all items** except for the student's computer, LAN cord, and mouse. This includes all drinks, food, or other items. All personal belongings MUST be placed at the periphery of the classroom or outside of the classroom as the discretion of the instructor. Scratch paper may be provided by the examination proctor at the discretion of the instructor.

- There will be no bathroom breaks during exams.
- Students must log in IMMEDIATELY after receiving the exam code from the proctor.
- During the examination the proctor may not answer questions related to the content of the examination.
- Ear plugs and scratch paper may be provided at the discretion of the instructor. No headphones are allowed.
- Proctoring will be at the discretion of the course director and may be administered by staff, faculty, or other proctoring services.

- Upon completion of the examination, rise quietly, collect all testing materials, proceed to the proctor for collection as applicable and depart the room. Re-entry is not allowed.
- Instructors may have additional policies posted in the course syllabus related to the testing environment.

Timed Testing:

Tests are timed. Generally, time allowance for questions is one minute per question, consistent with NCCPA PANCE testing guidelines. Once a student begins an examination, the examination must be completed within the allotted time and will be graded. Once time has expired for the examination, the computerized testing program will automatically "force submission". Paper examinations will be collected by the examination proctor.

Exam Scores and Grading:

Every effort will be made to release the grades within three (3) business days after the administration of the examination.

Students may approach the primary instructor with perceived grading discrepancies. The instructor will review an examination with any student who desires to do so after grades have been released. The student is expected to act in a professional manner when reviewing an examination. It is the student's responsibility to ensure accuracy of responses on computer or paper answer sheets. Challenges to examination questions will be accepted for 1 week after the return of scores. Challenges must be submitted in writing via email with two written sources with at least one from recommended course readings.

Virtual Testing

- We use the ExamMonitor service for exams taken through Examsoft, which is used during the didactic year. For clinical year exams (EOR and PACKRAT), we use the Monitor EDU remote proctoring service. This is subject to change based on organizational preferences. We also reserve the right to use other methods of remote proctoring, such as Zoom. All exams are closed-book and the review sessions if offered are also closed book. There are several acts of misconduct during an exam or review that could result in disciplinary action including dismissal from the program. So, please make sure that you strictly adhere to the following guidelines, the class syllabus and the student handbook:
 - Make sure that you orient yourself, as well as the camera, so that you will be seen during the entire time you take the exam and review your answers. We need to see your entire face, not just eyebrows, forehead or the scalp. Make sure that you do not block the camera while taking the exam or during the review.
 - Do not vocalize the questions and the responses out loud.
 - Using any material (e.g. notebooks, sheets of paper) or equipment (besides the computer you use to take the exam; e.g. mobile phones*) is not allowed.
 - Wearing headphones or earphones is not permitted during exams. If you need earplugs (to minimize distractions), they will be provided by the program.
 - Recording, writing down or taking pictures of exam questions during the exam or during the review that follows is not allowed.
 - Any review following an exam if offered, is also fully recorded. Treat the review like an exam.
 - These rules apply for all closed book exams that are administered through Examsoft and ExamMonitor.
 - *Monitor EDU and Zoom monitoring DOES require use of the students phone to proctor the testing environment for the duration of the exam.
- Please do not discuss anything related to the exam with anyone while taking the exam or during the review.
- Tests are timed. Generally, time allowance for questions is one minute per question, consistent with NCCPA PANCE testing guidelines.
- If an immediate review is allowed, passwords for the review will be provided.
- As always, personal integrity is paramount.

PAEA PACKRAT and End of Rotation Exams:

PAEA Assessments are used during the program. During and after examinations, students are responsible for the following:

- Adhering to the PAEA Assessment academic integrity instructions and procedures as outlined.
- Adhering to the PAEA Assessment content security instructions and procedures outlined.
- Abiding by all institutional and program academic integrity policies and procedures as well as proctor instructions.

Prior to beginning any exam through Exam Driver, the student must agree to the terms and conditions as posted on the exam.

Information regarding the PAEA Exam Honor Code and student responsibilities is available at https://paeaonline.org/wp-content/uploads/2017/09/PAEA_Assessment-Policy-Doc_2017_Final3.pdf

All student should read and be familiar with these policies prior to all PAEA exams administered.

PA Academic Policies, Progression, and Graduation

Academic Policies, Progression, and Graduation

Registration

Student must register for all course work prior to the start of each semester. Clerkship year students must register for clerkship courses prior to start date of the first clerkship of each semester. CRN numbers will be sent to students by the program staff prior to registration dates.

Tuition and fees are due at the time of registration. For further information concerning registration procedures, contact the Office of Admissions and Student Affairs at (806)743-3220. Failure to register and pay all tuition and fees will result in administrative dismissal from the program.

Academic Advising

Upon enrollment, each student is assigned a faculty advisor to assist in understanding and abiding by PA Program policy and practice. Advisors must provide timely access for assistance and counseling regarding academic, professional or behavioral concerns or problems.

Each student should to meet with his/her academic advisor as needed for academic or professional concerns. It is advisable to meet with the academic advisor at the beginning of the program to provide background information to your advisor to best help assist during the program. Additional meetings with a student's academic advisor will be scheduled on an as needed basis. If the student fails a written or practical examination or other assessment, it is the student's responsibility to meet with the course instructor and academic advisor. Counseling sessions may be documented and placed in the student's file.

The student's responsibilities as an advisee in the advising process are:

- To give thoughtful consideration to personal career goals so academic and professional goals can be coordinated and discussed with advisor (or other faculty member) as appropriate.
- To be responsible for monitoring progress toward graduation and the requirements for certification and licensure.
- To understand the basic structure of the curriculum and its requirements in order to ask meaningful questions.
- To become familiar with the class schedule for each term to plan semester schedules.
- To attend pre-registration meeting or make appointments with an advisor for registration counseling.
- To be responsible for maintaining academic and clinical performance in accordance with University and Departmental requirements.
- Title IX: While maintaining HIPAA and FERPA confidentiality, students are encouraged to notify the academic advisor or program director in the event of an illness, medical condition, or family condition (Title IX) that could potentially negatively impact the student's ability to remain academically successful. Accommodations will only be provided as recommended and approved through Disability Services.

The School of Health Professions does not grade replace.

Academic Standing Definition

To remain in good standing, a student must meet the academic progression requirements of the PA program. If the criteria for good standing are not met, the student will be considered, "not in good standing" and will be placed on probation. It is the responsibility of the student to know his/her academic status and progression standards.

Semester Grade Reports

Grade reports are posted on the TTUHSC website each semester and can be accessed using the student's e-raider account.

Credit By Examination

Credit by examination is not offered for courses in the PA program.

Academic Progression Standards

To progress in and graduate from the PA Program, a student must successfully:

- Maintain a semester and cumulative GPA of 2.8
- Earn a grade of "C" or higher or "P" in all courses
- Satisfactorily complete the didactic year coursework in order to progress to the clinical year
- Satisfactorily complete all requirements of the clinical year including courses and summative examination requirements
- Maintain satisfactory Professional Development Evaluations and adhere to all program, school, and institutional policies

Any student who does not satisfactorily meet the preceding standards will be referred to the Student Progression Committee (SPC) which will evaluate the student's performance and make recommendations to the Program Director which may include probation, remediation, or dismissal from the program.

The Student Progression Committee

The Student Progression Committee (SPC) is charged by the Program Director with the maintenance of the academic and professional standards of the TTUHSC Program. The committee has the responsibility to monitor student academic and professional performance as they progress towards graduation.

The committee is comprised of core faculty members of the TTUHSC PA program. The Associate Program Director acts as chair. Student academic and professional performance may be reviewed as needed with or without the student presence or knowledge. When evaluating student performance, the committee evaluates academic performance, grades, and professional development evaluation. Each case is reviewed on an individual basis.

Recommendations by the SPC may consist of, but are not limited to, probation, remedial action (which may or may not result in extended curriculum), or dismissal. The recommendation will be forwarded to and reviewed by the Program Director.

Notification of academic actions will follow current TTUHSC SHP Policy.

Specific review and actions may include the following:

- Review and recommend appropriate action of any student not meeting academic progression standards. The review consists of a review of current performance as well as student and admissions file review. Meeting minutes and academic action letters will be forwarded to the Program Director for review and approval.
- Review and complete professionalism evaluation each semester, or periodically as needed. Evaluations of any students will be forwarded to the Program Director for review.
- Review individual results of program practical and summative examinations and forward individual letters of student performance to the Program Director for review.
- Review cognitive or non-cognitive concerns brought to the attention of the committee by any faculty or staff member.

Probation, Remediation, Dismissal

In accordance with TTUHSC School of Health Professions Policy and the Standards established by the Accreditation Review Commission for the Education of Physician Assistants (ARC-PA), the PA Program recognizes certain didactic coursework and clerkships as fundamental for competency in clinical practice. Students who do not successfully complete all of the requirements of a didactic course or clinical clerkship as listed in this handbook under **Academic Progression Standards** are subject to **Academic Dismissal** in compliance with SHP Policy.

In accordance with the TTUHSC SHP regarding academic probation and the Standards established by the ARC-PA, the PA Program has established the following policies:

Academic Probation

A student not meeting the academic progression standards above may be subject to academic probation and will be referred to the SPC for review of the entire academic record. A recommendation for probation and/or remediation will be forwarded to the Program Director. A student may continue in the program if so determined by the Program Director. A student may continue in the program and must meet the academic progression standards and the terms of probation and/or remediation. .

- Students may be placed on academic probation for a maximum of one semester during the PA program (including both the didactic and clinical phases of training). Meeting the conditions of academic probation a second time will result in dismissal from the program.
- Students will be notified they are being placed on academic probation in accordance with the SHP Academic Probation Policy.
- A student on probation may have difficulty being placed in clerkship course sites based on clinical site affiliation agreements. This may limit the ability of the program to schedule clerkship course sites and delay a student's graduation.
- A student on academic probation may not hold elected or student leadership positions in the student society.

Remediation

Course grade below C

A student not meeting the academic progression standards will be reviewed by the SPC to determine if remediation is possible. If so, the student may be offered a remediation plan at the discretion of the SPC and Program Director. Remediation may include, but is not limited to, repeating a course or clerkship course, completing additional study in a subject area, retesting, deceleration, or repeating summative evaluations. A remediation plan in conjunction with probation or an academic warning must be completed within the time frame designated and presented within the letter.

A student receiving a course grade less than "C" may be offered the following:

- A one-time opportunity to repeat the clinical medicine/skills course or professional development course during the following semester by independent study, if instruction is available.
- A one-time opportunity to repeat the course(s) the next available offering which may be the next year. (recycle). If the course is a clerkship course, the next opportunity will be subject to scheduling and preceptor availability which will delay graduation.

Students at Academic Risk

Students identified at academic risk may be required to remediate. The course instructor, faculty member, or Program Director will identify the student at risk for failing based on course performance or other academic, behavioral or professional concerns.

A student may be offered a remediation plan that may include:

- Required student advisement and/or evaluation.
- Additional required study in a specific subject.
- Additional required testing to demonstrate acquisition of learning outcomes. Maximum score on re-test is a maximum of minimum passing (70%).
- A maximum of two courses may be remediated during the didactic year.
- A maximum of one clerkship course may be remediated during the clinical year.

- A maximum of one re-take may be offered for either portion of the Program Summative Examination.

The course instructor, in conjunction with the advisor and/or Program Director, will develop a remediation plan. If remediation efforts are unsuccessful, or a student has multiple academic concerns, the student may be referred to the SPC for additional review and recommendations to be forwarded to the Program Director. A formal academic warning letter from the Program Director may be issued to the student.

Behavioral or Professionalism Concerns

A student identified with behavioral or professionalism concerns will have documented behavioral counseling with the academic advisor and/or program director.

Dismissal

A student may be dismissed from the PA program if:

- The student acts in a manner detrimental to the safety or well-being of a client, patient, other student, or faculty.
- Violation of the academic and non-academic policies of, TTUHSC, the SHP, or the PA Program.
- The student does not maintain minimum academic performance standards of the PA program.
- The student does not meet the competencies in clinical practicum in the specified manner and time.
- The student does not meet the provisions of academic probation.
- The student meets criteria for academic probation a second time during the program.

Dismissal will occur in compliance with the SHP Academic Dismissal policy.

Curriculum Graduation Requirements

At the end of the PA program professional curriculum, each student record will be reviewed by the faculty and Program Director to determine if the student has satisfactorily completed and achieved the standards and requirements of the PA program and each course. If the student has met all requirements for completion of the professional curriculum, he/she is then recommended for graduation from the PA program. The Program Director submits these names to the Department Chair for approval and forwards to the Dean, SHP and the TTUHSC Registrar for graduation and the granting of a degree.

Graduation under a Particular Catalog

A student is expected to complete the degree requirements set forth in a particular School of Health Professions SHP catalog. This will be the catalog in effect at the time the student enters the program. Its provisions are applicable during the following school year, September through August. However, a student who registers for the first time, or is re-admitted during a summer session is subject to the degree requirements set forth in the catalog effective for the fall semester immediately following the initial enrollment. A catalog issued later than the student's first registration may be selected by the Chairperson in conference with the students.

PACKRAT Examinations

The PACKRAT is an assessment tool that is administered to help the student evaluate their academic progress and Physician Assistant National Certifying Exam (PANCE) preparation needs. Completion of the PACKRAT is a required component of the clinical year. The PACKRAT will be administered at the end of the didactic year and during the final phases of the clinical year. Students performing below the defined benchmark on the PACKRAT exams may be required to complete additional study.

Summative Clinical Skills Practical and Written Examination

Prior to completion of the clinical year, a summative evaluation consisting of a summative written and clinical skills evaluation will be administered. These exams are part of HPPA 6196 Professional Development V. Passage of both the summative clinical skills practicum and the summative written examination are required components for successful completion of the program.

Both the clinical skills practicum and the written summative examination will be administered within the last four (4) months of the clinical year.

Failure to pass either the clinical skills practicum or the written summative examination after two attempts will result in recommendation for dismissal.

Convocation and Commencement

The SHP convocation and commencement ceremony is held in Lubbock, Texas on the campus of Texas Tech University. Although the PA students take part in this ceremony held during May, they do not officially graduate or receive their diplomas until the following August. Each student is highly encouraged to attend the ceremony. Graduation regalia is paid for by the student at the time of order.

Certification and Licensure

Students who complete the graduate program in PA studies will meet the academic and clinical requirements for certification by the NCCPA and state licensure. The Program Director verifies satisfactory completion of academic course work, clinical practicum and knowledge of skills requirements.

NCCPA Certification:

The program will forward eligibility to the NCCPA for PANCE examination. Students are permitted to take the exam 7 days after official diploma as defined on the published SHP academic calendar.

State Licensure:

All transactions with state licensure boards are strictly the student's responsibility. The program director will provide appropriate paperwork, upon request, to forward to the state board. Contents of the student file including official student advising/counseling documentation, professionalism evaluations, academic progression communications, and overall academic performance will be utilized for reported.

Credentialing and privileges requests:

Should be directed to the Assistant Clinical Coordinator. Requests will be completed within 10 business days. Please allow additional time for requests of malpractice insurance coverage or claims.

PA Clerkship Specific Policies

Clerkship Specific Policies

General Information

After successfully completing the didactic phase of PA training, students will transition to the clinical year. This time is known as the supervised clinical experience (SCE).

Rotation length and requirements:

The SCE currently consists of eight clinical clerkship courses, each spanning approximately 6 weeks. The current disciplines consist of the following: Family Medicine, Pediatrics, Internal Medicine, Psychiatry, Surgery, Emergency Medicine, Prenatal Care & Gynecology, and one selective clerkship course. Students are expected to be actively engaged in taking responsibility for their education by mastering the knowledge objectives outlined in the clerkship syllabi.

Didactic lectures, Rounds, and other academic opportunities:

Students are required to attend all learning activities of the rotation. In many hospitals and academic sites, this will include didactic lectures offered to all medical learners (including medical students and residents), participate in daily rounds, Grand Rounds, and other conferences.

General Duties and Tasks:

PA students are educated in taking medical histories and performing physical examinations, developing differentials, ordering diagnostic studies, developing diagnosis, treatment plans, and educating patients before entry into the supervised clinical experience. Clinical clerkship courses enable PA students to sharpen their primary care skills and learn the art of medical practice.

The primary goal is for the student to gain practical experience, develop skills as a healthcare practitioner, and learn the roles of other members of the healthcare team. The supervised clinical experience also emphasizes the dependent role of the PA and the Physician-PA Team concept.

Professional Liability

All clinical facilities require students have professional liability insurance. Professional liability insurance is provided by the SHP, and information regarding provision of liability insurance is described in the affiliation agreement between TTUHSC and the facility. All questions regarding professional liability insurance addressed to the students should be referred to the Clerkship Coordinator. Students are covered by this liability insurance only while they are in a clinical setting, laboratory, or classroom approved by the TTUHSC PA Program administration.

The SHP provides professional liability coverage for students that work or study in a clinical environment with limits of \$1,000,000/\$3,000,000. This coverage only applies to activities which are part of and a requirement of students' curriculum. Depending on each student's personal financial situation, this may or may not be adequate coverage. It is recommended that you meet with a financial advisor or attorney of your choice to determine whether or not you need to purchase additional coverage.

Clerkship Region Assignments

Clinical Regions:

Students will be assigned a clinical region at the discretion of the faculty during the Spring semester of the didactic year. The TTUHSC PA program has established regions based around TTUHSC campuses in Amarillo, Lubbock, Permian Basin, Abilene, and El Paso.

Assignment Process: The assignment process is coordinated by the Director of Clinical Education and the assignments are approved by the Clinical Faculty Team. The number of students per region is determined yearly based on sufficiency and availability of clinical sites. The following criteria may be considered in the selection process: Academic standing and performance, GPA, Professionalism, Professional Service, indicators of future practice in populations similar to regional assignments. Clerkship region assignments are final.

Travel Requirements Outside of Home Region:

All clinical facilities require students have professional liability insurance. Professional liability insurance is provided by the SHP, and information regarding provision of liability insurance is described in the affiliation agreement between TTUHSC and the facility. All questions regarding professional liability insurance addressed to the students should be referred to the Clerkship Coordinator. Students are covered by this liability insurance only while they are in a clinical setting, laboratory, or classroom approved by the TTUHSC PA Program administration.

Clinical Site Scheduling

Solicitation and scheduling of sites/preceptors:

All clinical sites are solicited and schedules are assigned by the faculty of the TTUHSC PA program Clinical Team. The program faculty will review, evaluate and approve all preceptorships for the suitability of the program. All clinical clerkship courses are scheduled by the Student Training Education and Placement System utilized by EXXAT. Students will have input into their experience placements through submission of preferences.

Student solicitation of site strictly prohibited:

Students may not contact providers or preceptors to seek or schedule clinical clerkship course experiences. Students may suggest sites and preceptors to the Clerkship Coordinator, but all communications with preceptors for the purposes of scheduling and affiliation will be done by program faculty and staff.

Rotation rescheduling:

Please note that occasionally, the situation may arise with little notice that a preceptor is unable to fulfill the scheduled clinical experience.

This may result in rescheduling with another preceptor, relocation of a student to another region, or limited activities while affiliation agreements or contracts are in process. Students must remain flexible when unexpected situations arise. In this case, the student had two choices:

- Accept the rotation assignment provided by the clinical team to replace the original rotation - the Clinical Team will make every effort to secure a clinical rotation site/preceptor for the student. The student may not find their own rotation.
- Not accept the rotation selection from the clinical team - the student may suggest alternative rotation sites/preceptors to the team. By choosing this option, the student agrees that if another rotation cannot be arranged, the student may be required to extend their program, delaying graduation.

Student Requirements for Clinical Sites

Contacting preceptors/sites:

Students must contact their next supervising clinical preceptor a minimum of **four (4) weeks** prior to the start of each supervised clinical experience.

Onboarding and orientation requirements:

In addition to contacting the clinical preceptor, students are required to contact any facility in which training will also occur in and complete all paperwork prior to arrival. The Clerkship Coordinator will be able to answer questions or concerns regarding the policies and requirements for specific clinical sites. Student must comply with any facility required background checks, health screenings, drug screening, or other requirements.

Failure to contact clinical sites or complete requirements may result in a delay in clerkship. This will delay a student's graduation pending completion of the clerkship course. It is the responsibility of the student to notify and complete any necessary paperwork required for each supervised clinical experience.

BLS, ACLS, and PALS Certification

Students will be required to complete BLS, ACLS and PALS certification as a part of didactic training and maintain certification through program graduation. Students who fail to complete these certifications during scheduled times will be required to do at their own expense prior to deadlines defined by the Clinical Team during the didactic year.

Blood and Bodily Fluid Exposures

Report any blood or body fluid exposures (i.e. needle sticks) to Nicole Hines, RN, your assigned Clinical Coordinator, supervising physician, hospital employee health, your clinical coordinator immediately and Infection Control Managing Director. See Blood & Body Fluid Exposure Plan. (Please be advised that there are clinical situations where you might be exposed to toxins that could be harmful particularly in the case of pregnancy: Example: bone cement while on surgery rotation. We encourage you to be aware of this and notify your faculty advisor so that appropriate measures can be taken.)

https://hsoweb.ttuhsc.edu/health-professions/documents/current/Blood-Borne-Pathogen-Policy_Feb2018.pdf

Expectations of Clerkship Students

Timely Communication during Clerkships

The following should be used to direct communications appropriate during clerkship experiences:

Issue	Timeliness of Communication	Contact Person
Emergency	24/7	432-620-1135
Urgent rotation concerns during business hours	During normal business hours, as soon as possible	Clerkship Coordinator, by email or phone
Non-urgent rotation concerns	During normal business hours	Clinicalteam.paprogram@ttuhsc.edu
Absence due to illness or emergency	During normal business hours, as soon as possible	First notify the preceptor and then your Faculty Advisor and Clinicalteam.paprogram@ttuhsc.edu
Preceptor illness or vacation	During normal business hours, as soon as possible	Clinicalteam.paprogram@ttuhsc.edu
Blood or Bodily Fluid Exposure	Seek medical care urgently, contact preceptor. Contact Office of Institutional Health as soon as possible during business hours	Seek medical care and contact Nicole Hines, Office of Institutional Health

Change of address or contact information	Within 5 business days	PA Program Business Coordinator and Registrar's Office
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Identification during Clinical Experiences

Name tags and Badges:

A name tag identifying the student as a Physician Assistant Student MUST be worn at all times during the clinical experience. If a specific site requires additional identification, it is the responsibility of the student to comply. It is the student's responsibility to complete paperwork necessary to obtain required badges and return badges to the site prior to departure.

Greeting Patients and Student Identification Requirements:

Students are required to identify themselves to patients by their name and by TTUHSC student status. The student must explain to patients their working relationship with the preceptor.

Signing charts:

When a student signs a chart, they must identify their student status, ex. PA-S2. Any official paperwork or chart must be co-signed by the preceptor.

Student Supervision

Students must be supervised by their preceptor that is a licensed provider at all times. Student may only rotate with approved preceptors. Under no circumstances should a PA student be permitted to practice independent of direct supervision.

Accept only tasks for which the student has been properly trained and **perform procedures only under the direct supervision of the preceptor or designated secondary preceptor within the practice.**

Under no circumstances should a PA student be used as an employee of the practice or represented to patients as such. Students should not be used as clerical staff, medical scribes, or research assistants.

Clerkship Attendance Policies

Attendance:

Students are required to attend clinic at scheduled times and work the hours set forth by their designated preceptor (minimum of 8 hours/day, 40 hours per week). This is required through the entire length of the clinical rotation experience. While on clinical rotations, students will be "on duty" at the discretion of their supervising preceptor; it is not limited to the 8:00 am – 5:00 pm schedule.

This includes the potential of working weekends, holidays and on-call hours. In order to successfully complete the professional curriculum on time, rotations must be started and completed as scheduled. Requests for time off (arriving late, leaving early, personal days, appointments, etc.) must be pre-approved by the Faculty Advisor prior to seeking approval from the preceptor.

Clinical Absences:

Any illnesses or absences must be reported to their assigned academic advisor and Clerkship Coordinator immediately. All missed clinical hours must be recovered on an hour for hour basis. Missed clinical hours may be recovered during the rotation if time allows or at other times as approved by the DOCE through the Clinical Coordinator. If a student misses clinical time during the clerkship, the student will be required to maintain a time log to be co-signed by the supervising clinical preceptor. This will be used by their Clinical Coordinator to evaluate the need for additional clinical time in that area.

Excused Absences and Personal Days:

All anticipated absences must be pre- approved by the Faculty Advisor prior to requesting the absence from the Preceptor. Absence approval will be considered on a case by case basis.

See attendance policy in section 2

Requirements of All Clerkship Courses

Mid-rotation Evaluations:

Students are required to submit a mid-rotation evaluation form to the Clerkship Coordinator by Wednesday during week 3 by **5:00 PM CST** for each supervised clinical experience. If a student is unable to submit the Mid-Rotation Evaluation Form by the specified deadline, they are required to notify the Clerkship Coordinator **prior** to the deadline. If there are any problems, contact the Clerkship Coordinator or Assistant Clinical Coordinator ASAP for assistance.

Failure to submit the Mid-Rotation Evaluation Forms as specified above may result in loss points on the professionalism grade and may be grounds for repeating the clerkship course.

Patient and Procedure Logs:

The PA program utilizes EXXAT (<https://exxat.com/>), which is a web-based program designed for students participating in the supervised clinical experiences. The system is designed to capture age, diagnosis, type of setting and level of complexity as well as procedures. The system does not capture protected health information and no attempt should be made to include such data.

Instructions for usage of this system will be given at the pre-clinical orientation training.

Completion:

Patient logging is expected to occur **every day** of the clerkship. Patient logs must be completed no later than 5:00 PM on the Wednesday during the last week of the clerkship course. On the last day of the clerkship, the patient log will be reviewed by the Clinical Team. Students who fail to log a sufficient number of patient contacts may be subject to a reduction in their Professionalism grade or to repeat the clerkship as determined by the student progress committee.

Patient Logs:

During the supervised clinical experience students are required to document each patient encounter just as a practicing clinician would do. A patient encounter includes any patient in whom a patient was either observed or the student assisted in care with, regardless of the patient's age. While each clerkship course is different in terms of types of patient encounters, every patient should be logged. This is not only a requirement for successful completion of the clerkship course but this log may also assist you after graduation with employment and credentialing paperwork required for clinics and hospitals.

Each supervised clinical experience has varying patient volume loads familiar to the Clinical Team. The Clinical Team will monitor for the expected volume of patients that should be seen during the specified clerkship. The student is responsible for ensuring they are meeting the requirements for the number of patient logging contacts.

Procedure Logs:

The procedure log is a *mandatory component* of the supervised clinical experience. Completion of the REQUIRED procedures is a requirement of successful completion of the program. The procedures are available in the clinical year passport.

Documentation of all procedures is required.

It is recommended that students document each time a procedure is performed at the time it is performed, so an accurate record of how many times the procedure was performed can be recorded. **Required skills may require additional documentation/verification from the preceptor.** Information on how to document the REQUIRED skills and utilization of the EXXAT system will be given at the pre-clinical year orientation.

PA Appendices

Appendix 1: Rights and Responsibilities of Program Faculty

Faculty members of the PA program have specific responsibilities assigned to them on a daily basis. The four major responsibilities include: Academic instruction, clinical practice scholarly research; and departmental, school, institutional, professional and community service.

Faculty members are assigned teaching responsibilities each semester by the Chairperson based on information provided by the Program Director. These assignments are based in part upon the faculty member's expertise, professional interest and research. On occasion, a faculty member may be instructed to teach a course that has not been taught in the past due to scheduling problems or a faculty shortage in one or more areas of the program.

Nevertheless, every effort is made to ensure the quality of instruction.

Near the end of each semester, the faculty members are assessed by the students. These assessments are reviewed by the Program Director, Chairperson, and the Dean relative to teaching effectiveness, promotion, tenure, retention and merit pay. The student's assessments are important to the department and are taken seriously. All assessments are anonymous, however comments should be constructive and professional.

Every PA faculty member is certified by the National Commission on Certification of Physician Assistants (NCCPA) and is licensed by the Texas Medical Board. Furthermore, each faculty member must show proof of continuing medical education (CME); meeting both the state and national requirements. Typically CME credit is obtained by attendance at professional conferences, workshops, seminars, and journal reading.

Each faculty member is expected to contribute to a scholarly profession through publication, presentations, workshops, consultations and reviews.

Each faculty member is also assigned numerous service responsibilities. These include regular departmental faculty meetings and committee meetings within the department, school and institution. On average, faculty members attend at least two of these meetings per month and spend considerable time outside of the meetings working on assigned projects. Other service roles are demonstrated through participation in professional organizations on local, regional and/or national levels.

Another important aspect of each faculty members' position is advising. Each faculty member counsels students on topics such as career opportunities, research, comprehensive examinations, post graduate education, certification or any other topic related to academia. Faculty members are also responsible for informing students about their legal rights at Texas Tech University Health Sciences Center. These include the rights of the disabled student as stated below and on each course syllabus.

Faculty are also obligated to protect each student's privacy. Posting of grades by the student's names is strictly forbidden by federal law. Grades may be posted by personal test number or some other method which maintains the student's confidentiality, but are encouraged to be released via the current learning management system (i.e. SAKAI). Faculty are also prohibited from discussing grades and/or performance with a student's family members or anyone else without the student's written permission.

Appendix 2: Guidelines for Ethical Conduct for the Physician Assistant Profession

AAPA Policy
The Guidelines for Ethical Conduct for the Physician Assistant Profession were written by PAs for PAs. This ethics manual outlines the fundamental principles of the profession and describes ways in which the principles might apply in professional life. Each PA must use his or her best judgment in any situation while considering the preferences of the patient and the supervising physician, clinical information, ethical concepts and legal obligations. Students in the PA Program are held to the same standards of the PA profession.

The guidelines can be viewed in their entirety at the following weblink:<https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>

Appendix 3: Statement of Values of the PA Profession

NCCPA Code of Conduct
Below is the Code of Conduct for Certified and Certifying Physician Assistants as stated by the National Commission on Certification of Physician Assistants (NCCPA) and can also be found at the following web link: <https://www.nccpa.net/code-of-conduct>. All PA students are held to the same standards of conduct as defined by the NCCPA, and breeches of conduct may be reportable to the NCCPA.

Appendix 4: Technical Standards

Technical Standards
A student admitted into the TTUHSC Physician Assistant Program must meet basic and essential requirements that are necessary for obtaining employment and performing as a Physician Assistant. The technical standards each student must master include cognitive, physical and behavioral characteristics that are identified in the following:

Observation:
The applicant/student must possess the ability to observe required demonstrations, visual presentations in lectures and laboratories, and written and audiovisual presentations. Examples of perceptual abilities include but are not limited to gross and microscopic studies of organisms, cadaver dissections, and various diagnostic tests such as interpretation of echo cardiograms, digital and wavelength readings, and graphic or radiographic images. The applicant/student must be able to observe patients accurately and completely, both at distance and closely using functional visual, hearing, and somatic sensation.

Communication:
The applicant/student must possess the ability to communicate effectively with patients to elicit information, including nonverbal communications, and describe changes in mood, activity, and posture with immediate assessment of information provided. Individuals must possess the ability to communicate effectively with clinical preceptors and other members of the healthcare team, didactic and clinical faculty, and colleagues. The applicant/student must possess the ability to effectively and sensitively communicate in oral, written, and electronic form with patients and members of the health care team in order to provide safe and effective patient care.

Motor:
The applicant/student must possess sufficient gross and fine motor function, equilibrium, and sensation to elicit information from patients through customary techniques for physical assessment such as visual observation/inspection, palpation, percussion, and auscultation as well as carry out diagnostic maneuvers and technical procedures involved in the practice of medicine and surgery. Examples reasonably required of physician assistants include cardiopulmonary resuscitation, application of pressure to stop bleeding, venous and arterial punctures, suturing, pelvic and rectal exams, obstetrical maneuvers, and opening of obstructed airways.

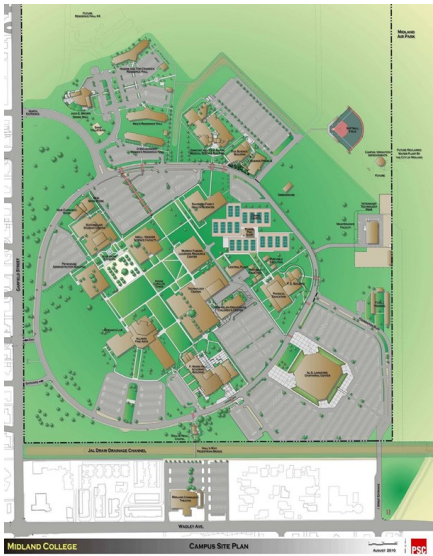
Intellectual, conceptual, integrative, and quantitative abilities:
The applicant/student must possess the ability to comprehend three dimensional relationships and spatial relationships of structures; and be able to collect, organize, prioritize, analyze and synthesize large amounts of detailed and complex information to apply in problem-solving and decision-making in clinical and educational settings including lectures, laboratories, small group discussions and clinical settings.

Behavioral and Social Attributes:
The applicant/student must be able to tolerate physical and mental taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and function in the face of uncertainty inherent in the evaluation and treatment of patients. The applicant/student must have the emotional health to fully use his/her intellectual ability, exercise good judgment and complete all responsibilities necessary to the diagnosis and care of patients. The applicant/student must possess integrity, compassion, and effective interpersonal skills to interact with patients and members of the health care team with sensitivity to cultural differences. The applicant/student must be able to understand and apply the concepts of medical ethics and demonstrate ethical behavior.

Candidates for selection to the PA program will be required to verify that they understand and meet the essential functions or believe that, with reasonable accommodations they can meet the standards. TTUHSC OP 10.15 complies with the American with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students with disabilities. Under these laws, no otherwise qualified and competitive individual with a disability shall be denied access to or participate in services, programs and activities of TTUHSC solely on the basis of the disability. For additional information, please see <https://www.ttuhscc.edu/student-services/>

Reviewed by legal counsel, 06/03/2015; effective June, 2016

Appendix 5: Midland College Map



Rehabilitation Sciences

The Department of Rehabilitation Sciences

Welcome Letter

Dear Incoming Department of Rehabilitation Sciences Students:

Welcome to Texas Tech University Health Sciences Center's (TTUHSC) health care professional programs within the Department of Rehabilitation Sciences in the School of Health Professions. We are excited that you have joined our university as a student.

The purpose of this *Student Handbook* is to assist in your orientation to the TTUHSC system, the School of Health Professions, the Department of Rehabilitation Sciences, and your educational program. You are responsible for reading this *Handbook* and becoming familiar with its content. This *Handbook* explains the academic policies of your program, your student rights, and our expectations of you.

You have chosen to be educated in a health care profession with opportunities in many specialized areas. To meet the changing and diverse demands of these challenging professions, your education will include intensified course work and clinical education. The faculty and staff in the Department of Rehabilitation Sciences are committed to supporting your efforts and facilitating the achievement of your academic goals. Likewise, it is important for you to take responsibility for self-motivated adult learning. You will be recognized as a graduate student in a professional program. As a component of this recognition, you will be held responsible for developing professional attitudes and judgments.

Best wishes for a successful career in your chosen health care profession.

Sincerely,



Steven Sawyer, PT, Ph.D.
Chair, Department of Rehabilitation Sciences

Department of Rehabilitation Sciences Policies, Procedures, and Student Responsibilities

Program Costs, Curriculum, Course Descriptions and Academic Calendar
Refer to the TTUHSC School of Health Professions (SHP) catalog to obtain updated information about the tuition and fees, payment and refund information, program costs, curriculum, course descriptions and academic calendar for the applicable program. Link to catalog: <https://www.ttuhschool.edu/health-professions/catalog.aspx>

Registration
Departmental programs notify students about the time of registration. The Registrar's office is located at the TTUHSC Lubbock campus, and services students at the Lubbock, Amarillo and Odessa campuses. Tuition and fees are due at the time of registration. For further information concerning registration procedures, contact the Registrar's office at 806-743-2300.

Auditing Courses
Students wishing to audit a class must gain written permission from the course instructor and program director.

Technical Assistance and Support Services
TTUHSC offers web-based courses and distance-learning programs that use the Internet to deliver course content. To enable all students to access the course content and interact with faculty and fellow students, the SHP provides technical assistance. Technical assistance may be obtained by calling 806-743-3117 or emailing support@ttuhsc.edu to resolve web-based computer questions and concerns.

Student Centers
Student centers are available at the Amarillo, Lubbock, and Odessa campuses. A description of campus amenities designed to foster socializing, networking, studying, and relaxing can be accessed at: <https://www.ttuhschool.edu/campus/amenities.aspx>

Professional Liability Insurance
An essential part of the SHP education is the clinical experience. Students in all departments of the SHP are placed in clinical settings outside the institution. Because health professions students will practice patient care under the supervision of graduate professionals, students are required to purchase liability insurance coverage. A nominal yearly charge is included in student fees paid at registration. The liability insurance coverage provided by the SHP for students that work or study in a clinical environment has coverage limits of \$1,000,000/\$3,000,000. This coverage only applies to activities which are part of and a requirement of students' curriculum. Depending on each student's personal financial situation, this may or may not be adequate coverage. It is recommended that you meet with a financial advisor or attorney of your choice to determine whether or not you need to purchase additional coverage.

A student may be asked for proof of liability insurance prior to assignment to clinical activities by the clinical instructor. It is the responsibility of students to possess documentation of coverage when at clinical training facilities.

Campus Assignment /Reassignment
The following SHP policy pertains to programs located and administered on more than one regional site, which presently is only the DPT program (Amarillo, Lubbock and Odessa campuses). This policy pertains to campus sites and laboratory instruction, not to sites of clinical education at non-TTUHSC facilities.

The TTUHSC School of Health Professions application for admission to the DPT program permits applicants to indicate, in rank order, their preferences for campus assignment. The following policy statements pertain to campus assignment in the DPT program:

1. Admissions decisions are made independent of an applicant's campus preference. A primary factor in the assignment of students to each campus will be the student's stated campus preference, with the recognition that not all students can be placed at their preferred campus. Other factors, including DPT program needs, will also be taken into account to promote equitable distribution of students to all campuses.
2. The SHP acceptance letter and contract of admission will designate the student's campus assignment.
3. The signature of the applicant accepting admission to the DPT program signifies knowledge and acceptance of this policy and the campus assignment for that applicant.
4. A student who is granted a leave of absence or deferral of admission will normally return to the campus to which he or she was assigned upon admission.
5. When a student withdraws from the program, he or she must reapply and meet all admissions requirements at the time of re-application. Previous campus assignments will be void and the student will be considered for campus assignment in the same manner as other applicants.
6. Students may request campus reassignment only after enrollment and registration for classes during the first Summer semester session of matriculation.
7. The program director and/or the DPT Admissions Committee will consider the student's request and inform the student in writing of a decision within 10 working days. Campus reassignment will only be considered under extraordinary circumstances after a student is enrolled.
8. The student has the right to appeal the decision to the chair of the Department of Rehabilitation Sciences.

DRS Faculty and Staff Listings
Contact information for program faculty and staff is located on the webpages of each respective program that can be accessed at <https://www.ttuhschool.edu/health-professions/programs.aspx>

Professional Conduct
Professional conduct, which includes courtesy and good manners, is expected in all academic and clinical settings. Students are expected to exhibit professional conduct in all academic and clinical settings, as per the *TTUHSC Student Handbook*, located at: <https://www.ttuhschool.edu/student-affairs/handbook.aspx>

Students at all times will abide by the TTUHSC SHP Student Ethical Standard. Additionally, each student will abide by his or her program's and profession's Code of Ethics located in the respective program section of this handbook. The behavior of a student enrolled in the Department of Rehabilitation Sciences (DRS) will be subject to evaluation based on the *Generic Abilities*, described below.

Generic Abilities
Generic Abilities (GA) are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills, but are nevertheless required for success in the health care professions. Ten *Generic Abilities* were identified through a study conducted at UW-Madison (May et al., *Journal of Physical Therapy Education*, 9:3-6, 1995). The ten generic professional abilities and definitions are listed below. These *Generic Abilities* serve as a foundation for professional behavior and may be used for counseling sessions with a student concerning academic and non-academic deficiencies, and may be cited as expected standards of professional student behavior and/or academic criteria established between a program director and a student.

1. *Commitment to Learning* – The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. *Interpersonal Skills* – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
3. *Communication Skills* – The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. *Effective Use of Time and Resources* – The ability to obtain the maximum benefit from a minimum investment of time and resources.
5. *Use of Constructive Feedback* – The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6. *Problem-Solving* – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7. *Professionalism* – The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. *Responsibility* – The ability to fulfill commitments and to be accountable for actions and outcomes.
9. *Critical Thinking* – The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10. *Stress Management* – The ability to identify sources of stress and to develop effective coping behaviors.

Professional Behavioral Requirements
Students are expected to conduct themselves in a manner that insures all students have the opportunity to learn and participate.

Students receiving education in classrooms (including Techlink classrooms), labs, or clinical settings are expected to behave in a way that is respectful to the instructor and to fellow students. Students shall conduct themselves in a way that facilitates learning for all students. Any behavior that interferes with these opportunities is considered inappropriate.

Inappropriate behavior may result in a demand that the student leave the class, lab or clinic setting. Students should understand that any faculty member in the DRS, even if not directly involved in teaching or facilitating a course, may intervene if inappropriate behavior occurs in an educational setting (e.g., classroom or laboratory). The first incident of inappropriate behavior normally results in the instructor discussing the behavior with the student. The behavior and behavioral counseling may be documented utilizing the *Generic Abilities*. Documentation of the counseling session will become a part of the student's file.

A second occurrence of inappropriate behavior may invoke misconduct proceedings to be brought against the offending student, as per the *TTUHSC Student Handbook*, which may eventually lead to dismissal of the student on behavioral (non-academic) grounds.

The student should be aware that unprofessional behavior may lead to a decision by the program director that the student will not be permitted to enroll in a subsequent clinical educational experience course until such time that the student consistently exhibits professional behaviors. If deemed necessary, a behavioral agreement that specifies expectations for professional behavior on the part of the student will be developed by the program director. A component of this behavioral agreement may include a requirement that the student repeat ("Recycle") portions of the academic curriculum. The program director and the student will sign this behavioral agreement, and copies of this agreement will be maintained in the student's file and transmitted to the department chair.

Failure to meet the standards of the behavioral agreement may result in the student being required to recycle portions of the academic curriculum (to permit monitoring of behaviors) and/or denial of enrollment in a clinical educational experience course, and may ultimately lead to the student being dismissed from the program..

Computer Use

The DRS programs encourage students to bring their laptop to class and use them for course related activities. However, it is not appropriate to use computers for non-class related purposes while class is in progress. Additionally, faculty have the right to ask students to leave class should they participate in behavior that disrupts learning in class. This includes, but is not limited to, pagers, cellular phones, computer games, surfing the web, checking email, viewing YouTube videos, talking, or other activities that may create noise or visual disturbances.

Attendance and Exams

Students are expected to attend all lectures, laboratory exercises and exams. Students are expected to contact the course instructor in advance by personal communication, telephone or email if they are unable to attend a lecture, lab experience or exam; contacting other faculty or staff does not constitute adequate notification. Excessive tardiness or absences from scheduled courses will be considered unprofessional behavior in the context of the *TTUHSC Student Handbook*, which may eventually lead to dismissal of the student on behavioral (non-academic) grounds.

If a student anticipates missing an exam due to an excused absence, the student must contact the course instructor prior to the beginning of the scheduled test time in order to be allowed to sit for the exam at a later time. If a student misses an exam with an unexcused absence, the instructor of the course has the discretion to decide upon an appropriate course of action, including assigning a score of zero to the student for the missed exam.

Excused absences include illness or crisis situation involving the student or the student's immediate family. Written documentation of the illness or crisis may be required.

Students may be required to make up worked missed as a result of an absence regardless of whether the absence was excused or unexcused. Opportunities to make up work may not be offered if the absence was unexcused.

Students must receive prior approval from the course instructor to attend class at a campus other than the student's home campus. In cases of excused absences from lectures, the instructor has the discretion to provide the student with a TechLink recordings of the missed lecture. Students are not permitted to check out TechLink recordings.

Use of Teaching Laboratories

The DRS laboratory space serves many functions (e.g., teaching, research and clinical activities) and is used by many programs. It is the responsibility of faculty and students to ensure that the laboratories are a safe, clean, and well- organized clinical teaching environment. Specific information is available in each lab regarding proper set up, placement and storage of materials.

Faculty members will determine and implement the proper procedures for the use of all equipment and supplies in the laboratories, as well as the amount of supervision needed by students. This applies to teaching and research activities.

Students will use only equipment and supplies entrusted to them, and those needed for class assignments, research purposes or clinical practice. Laboratory equipment and supplies may not be used by a student without prior approval and instruction from the faculty. Any equipment used must be returned to its designated location in a clean and sanitary state, and in good working condition. It is the student's responsibility to learn the proper use of the equipment and take the initiative to report equipment malfunctions. Loss, abuse or suspected theft of equipment or supplies should be reported to the faculty immediately.

Use of departmental equipment by students is confined to the physical boundaries of TTUHSC, with one exception. The removal of departmental equipment by a student may be allowed when the removal is related to official class operations and approval is granted by the program director or course instructor, and is in accordance with the TTUHSC Operating Policy (HSC OP 61.01). Under such conditions, the student will be financially responsible for the replacement cost of the item(s) in the event of damage, loss or theft.

Students are not permitted to remove any departmental equipment from TTUHSC facilities for personal use.

Research Activity by Students

The policies and procedures described below pertain to student research activity conducted within all DRS programs.

Students may be required to conduct research activities as part of their program's academic curriculum. Such research is expected to be relevant to the rehabilitation sciences and to relate to the student's course of studies. Research projects are intended to acquaint students with proposal development, research design, ethics, identification of resources, and compliance with applicable TTUHSC policies and procedures.

All student research projects are required to have faculty supervision. The program director or a designated faculty member will be responsible for reviewing and approving all student research project proposals. A faculty member will serve as the Principal Investigator, and it is expected that the Principal Investigator and student(s) will strive to produce a research project that is worthy of consideration for publication and/or public presentation. Responsibilities of:

- Principal Investigator:
- must have successfully completed a facility mandated research training program;
 - be a designated faculty member in the SHP, who is responsible for supervising student research;
 - obtain approval for the student research proposal by the department chair and the Institutional Review Board (IRB);
 - establish a budget for the project (to be paid from course fees);
 - ensure that the budget for the project is reviewed by the program director and approved by the department chair;
 - approve all purchases. Since student research may in some cases be funded in part through course fees, the Principal Investigator will ensure that when such funds are used to support student research activity, only department purchasing cards or purchase orders are used. Expenditures must cover only authorized expenses, and direct reimbursement of student research activities is not authorized;
 - ensure research integrity;
 - ensure that there is neither a conflict of interest nor inappropriate research activity sponsored with the resources of the Texas Tech University Health Sciences Center, as defined under TTUHSC Operating Policies.

- Student(s):
- must have successfully completed IRB-mandated research training program;
 - under the supervision of the Principal Investigator: (i) select the research activity and (ii) develop a proposal and budget;
 - initiate and conduct such activity in a professional manner;
 - are accountable and responsible for any expenditures exceeding the budgeted funds;
 - are expected to disseminate the results in an appropriate scholarly manner.

- Program director or designated faculty member:
- ensure that course research requirements are in compliance with the IRB policies/procedures and accreditation standards;
 - ensure that the Principal Investigator understands the appropriate use of research funding from sources such as course fees, grants, etc.

Resolution of Student-Instructor Complaints

Below is information about procedures concerning the resolution of student-instructor issues and the "Problem Solving Session Worksheet" to be used by students in such situations.

Steps for Resolution of Student-Instructor Complaints

1. If a student perceives a problem in his or her interactions with an instructor, or with the instructor's assessment of the student's academic performance, the student may initiate a formal process aimed at resolving the problem, with the understanding that the student represents only himself or herself, and does not represent a group of students or the entire class.
2. It is the student's responsibility to schedule an appointment with the instructor. The student will meet privately with the instructor (or by phone if student is at another campus) to discuss the problem(s). Upon request for an appointment, the instructor will make every effort to meet with the student in a timely manner. The "Problem Solving Session Worksheet" (see below) is to be completed by the student and brought to the appointment. The student completes the appropriate sections of the worksheet. The remaining parts of the form will be completed by the instructor during the meeting. The instructor and the student will sign the form and the student will receive a copy of the completed form.
- If a resolution is agreed upon by the instructor and the student, the instructor documents on the form the conditions by which the problem was resolved. The matter is considered to be resolved at this point.
 - If either party does not abide by the conditions of the resolution, the instructor or student are to contact the program director. If the program director is the instructor, the department chair will be notified.
 - If the student believes the concern has not been resolved at the meeting with the instructor, or that the instructor has not met with the student within an appropriate time frame, then the student should schedule a meeting with the program director to discuss the issue. It will be the student's responsibility to make the appointment with the program director. The program director has the discretion of inviting the instructor to the meeting with the student. A signed "Problem Solving" worksheet must be provided by the student to the program director before or during the meeting, in order to document that the process outlined above has been followed. After the program director meets with the student, the program director will meet with the instructor to review the concerns. The program director will make every effort to resolve the problem(s) in a fair and judicious manner. The substantive contents of these meetings will be documented in writing by the program director.

Problem Solving Session Worksheet

Appointment Date: _____

Student name: _____ Instructor name: _____

Prior to the appointment, the student completes sections 1 and 2 of this worksheet. Sections 3 and 4 are completed by the instructor during the meeting.

1. Student's statement of problem (to be filled in by student):
2. Student's suggested solution for the problem (to be filled in by student):
3. Instructor's comments (to be filled in by instructor):
4. Plan for resolution. Include timeline, goals, etc., as appropriate (to be filled in by instructor):

In signing this form, the student acknowledges that a meeting with the instructor has occurred and the above information was discussed. The student signature does not necessarily indicate that the student agrees with the resolution proposed by the instructor. The student is to be provided a copy of this completed form.

Student Handbook Signature Page

Texas Tech University Health Sciences Center School of Health Professions
Department of Rehabilitation Sciences

The *Department of Rehabilitation Sciences Student Handbook*, *School of Health Professions (SHP)*, and the *TTUHSC Student Handbook* are important documents intended to help you become acquainted with University, School and Departmental academic and non-academic policies that you are required to follow. You are also subject to *TTUHSC Operating Policies and Procedures*. These materials are intended for informational purposes only and are not to be considered a contract, express or implied. The Department of Rehabilitation Sciences in the SHP and TTUHSC reserve the right and prerogative to change any statement in the student handbooks or their policies at any time without prior notice. The current edition of the handbooks and Operating Policies and Procedures are available on the TTUHSC and SHP websites. You are responsible for periodically checking on-line for any revisions to the handbooks.

Please read the following statements and sign below.

- I am aware that the TTUHSC Student Handbook: Code of Professional Conduct is available at: <https://www.ttuhsu.edu/student-affairs/handbook.aspx>
- I am aware that the School of Health Professions Student Handbook is available on the School of Health Professions website at: <https://hscweb.ttuhsu.edu/health-professions/current/handbooks.aspx>
- I am aware that the School of Health Professions Student Policies are available on the School of Health Professions website at: <https://hscweb.ttuhsu.edu/health-professions/current/policies.aspx>
- I am aware that the TTUHSC Operating Policies and Procedures are available on the TTUHSC website at: <https://www.ttuhsu.edu/administration/operating-policies/>
- I understand that the policies, rules and benefits described in these handbooks are subject to change at the discretion of the Department, School and/or University at any time and that it is my responsibility to check said websites periodically for revisions. I further understand that if a matter that is addressed by one of the handbooks arises; the handbooks in effect at the time the matter arises will govern resolution.
- I am aware that during the course of my enrollment, confidential information may be made available to me (e.g., patient files, student information, and other related data). I understand that this information must not be disseminated or used outside of the department premises. I agree to hold as strictly confidential any and all information regarding patients and all other information made confidential by law or TTUHSC policy to which I have access or obtain as a student, representative or affiliate of TTUHSC. My signature below acknowledges I do understand that release of confidential information may be a cause of dismissal from the SHP or further action/liability.
- I am aware of the following:
 1. The use of unauthorized written or oral references during examinations (cheating) is prohibited. This applies to all forms of electronic communication (e-mail, instant messaging, etc.) for web-based examinations.
 2. The inadequate citation of references or assistance on papers or class presentations (plagiarism) is prohibited.
 3. Habitual tardiness, unexcused absences and lack of participation in class activities is prohibited.
 4. Students are expected to behave in accordance with the Code of Ethics as set forth by the School of Health Professions and respective programs/professional organizations in an actual clinical setting or in a simulated or demonstration setting in the classroom.
 5. Students are expected to comply with all rules and regulations of the clinical facilities to which they are assigned.
- I am aware that Information Technology (IT) resources at TTUHSC are owned by the State of Texas and administered by the Information Technology Division. TTUHSC will provide access to appropriate central and campus computing resources, and to their attached networks to all members of the TTUHSC community. Users are responsible for managing their use of IT resources and are accountable for their actions relating to information technology security. Details regarding computing ethics and user responsibilities may be found at: <https://www.ttuhsu.edu/administration/documents/ops/op56/op5601.pdf>
- I agree that my signature below indicates that I understand the above statements and acknowledge my responsibility to read the Department of Rehabilitation Sciences Student Handbook, the School of Health Professions Student Policies and the TTUHSC Student Handbook, and to be familiar with their contents by accessing the aforementioned websites.
- I am aware that entry-level professional programs are accredited by individual accrediting agencies. I am also aware that information related to accreditation standards, compliance, and other information, including information about filing a complaint, can be found on the accrediting agency's website.

Student's printed name

Student Signature

Date

Signature of Department Representative

Date

Master of Athletic Training

MAT Program

SHP General Information

Review information that pertains to all students within the School of Health Professions (SHP) that is located at the beginning of the SHP Student Handbook.

Department of Rehabilitation Sciences Policies, Procedures, and Student Responsibilities

Review information that pertains to all students within the Department of Rehabilitation Sciences (DRS) that is located in the Rehabilitation Section of the SHP Student Handbook.

This section of the Student Handbook describes academic policies and procedures that are specific to the TTUHSC Master of Athletic Training (MAT) program. Student policies that are common to the School of Health Professions are provided at the following website address: <https://hsoweb.ttuhs.edu/health-professions/current/policies.aspx>

Accreditation and Program Overview

Accreditation

Commission on Accreditation of Athletic Training Education (CAATE)
2001 K Street NW, 3rd Floor
North Washington, DC 20006

Website: <https://caate.net/>
P: 512-733-9700
Toll Free: 844-GO-CATE (844-462-2283)

Mission and Philosophy

The mission of Texas Tech University Health Sciences Center, School of Health Professions' Master of Athletic Training (MAT) program is to provide a high quality, interprofessional, and evidence-based education to build a strong foundation for a career in athletic training. The MAT program is one of recognized excellence that prepares athletic trainers who demonstrate academic and professional citizenship, make significant contributions to the profession through patient care and a commitment to learning, and improve the health of individuals and communities.

We believe that athletic training has a unique contribution to total health care. The TTUHSC Master of Athletic Training program is designed to prepare students to be contributing members of the profession and the health care delivery system. We are committed to providing opportunities for students to achieve confidence in functioning as responsible athletic training professionals in a broad range of activities, roles and settings in the health care system.

We educate our students to be practitioners in the science and art of athletic training, and to be leaders in both their profession and in the health care delivery system. Students are prepared to be professionals who can modify their methods of health care delivery to meet the changing needs of society and managed care, and can adapt and incorporate changing professional concepts and practices throughout their careers. It is expected that a graduate of our program will exhibit a commitment to lifelong learning and will be capable of teaching patients and others.

MAT Program Outcomes

The comprehensive assessment plan of the MAT program evaluates all aspects of the educational program (quality of instruction, student learning, and overall program effectiveness) and relates to the educational mission, goals and objectives of the program and institution. The Outcomes and Objectives for the MAT program are listed below.

- The program fosters an environment of educational excellence**
 - Students will find value in the education they receive from the Master of Athletic Training program.
 - The faculty and staff will exhibit excellence in teaching and professional involvement (scholarship, clinical practice, and service).
 - Students will synthesize the best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients.
- The program promotes a culture of academic & professional citizenship**
 - Students will accept responsibility for personal and professional growth, by participating in activities to promote life-long learning and professional development.
 - Students will exhibit qualities related to professional ethics and legal issues as outlined in the National Athletic Trainers' Association (NATA) Code of Ethics and the Board Certification, Inc. (BOC) Standards of Professional Practice, and the Commission on Accreditation of Athletic Training Education (CAATE) Code of Ethics and Code of Professional Conduct.
 - Students will be competent and safe practitioners of athletic training.
 - Alumni will use their athletic training credential in a variety of settings throughout West Texas, the nation and the world.
- Students will possess the knowledge, skills and abilities related to the profession of athletic training.**
 - Students will demonstrate entry-level mastery of the knowledge, skills, and abilities related to the profession of athletic training.
 - Students will synthesize the best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients.
 - Students will promote, support, and participate in interprofessional education and practice.
 - Students will demonstrate appropriate oral and written communication skills.

The following assessment strategies are used to measure the level of achievement for the desired outcomes established for our program: 1) Course Evaluations; 2) Clinical Practice Evaluation of Students by their Preceptor; 3) Program Evaluation of Clinical Site; 4) Interprofessional Collaborative Practice course exam; 5) BOC Exam first-time pass rates; 6) Pre-test/Post-test Program Performance; 7) Alumni Survey; 8) Exit Survey; and 9) Maintenance of BOC Credential. Additional tools used for program improvement may include: 1) Competency & Clinical Integration; 2) Domain Area Report for our students from the Board for Certification, Inc. (BOC) exam; 3) Job Placement Rates; 4) Faculty-Developed Rubrics and Evaluative Tools; and 5) Professional Behavior Assessment.

Technical Standards

The Athletic Training Program at Texas Tech University Health Sciences Center is a rigorous and intense program that places specific professional, intellectual, physical and social requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the Athletic Training Program. In the event a student is unable to fulfill these technical standards with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the Board of Certification, Inc. (BOC) certification exam (see www.bocate.org for exam eligibility).

Students in the TTUHSC Master of Athletic Training Program must demonstrate:

- The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
- Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately safely and efficiently use equipment and materials during the assessment and treatment of patients.
- The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- The ability to record the physical examination results and a treatment plan clearly and accurately.
- The capacity to maintain composure and continue to function well during periods of high stress.
- The perseverance, diligence and commitment to complete the athletic training program as outlined and sequenced.
- Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
- Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.
- The ability, at all times, to conduct themselves in a professional manner with a wide variety of individuals, including but not limited to, faculty, clinical instructors, colleagues, coaches, athletes and students.
- Professional attitudes and behaviors: perform in an ethical manner in dealings with others in adherence to TTUHSC and Athletic Training profession guidelines; and personal integrity and hygiene consistent with the Athletic Training profession.

To ensure patient safety for laboratory classes and the clinical experience portion of the MAT program, students must display the following:

- Mobility:** have the physical stamina to stand and walk for 12+ hours in a clinical or field setting; be able to stand, move about freely and maneuver in small spaces and across uneven terrain; be able to tolerate being exposed to extremes in the environment including variable aspects of weather, hazardous fumes and noise.
- Flexibility:** be able to bend the body downward, forward, and to the side by bending at the spine and waist; be able to flex and extend all joints freely.
- Strength:** be able to raise objects (25+ lbs) from a lower to a higher position or move objects horizontally from position to position frequently and greater weights occasionally; possess mobility, coordination and strength to push, pull or transfer heavy objects weighing 150 lbs. frequently and greater weights occasionally.
- Motor Skills** (These skills require coordination of both gross and fine muscular moment and equilibrium); possess manual dexterity, mobility, and stamina to perform CPR for extended periods of time; be able to seize, hold, grasp, turn, apply pressure, and otherwise work with their hands; be able to make skillful, controlled manipulations of small objects in order to use medical equipment; be able to differentiate between normal and abnormal findings in human physical conditions by using visual, auditory, olfactory and tactile observations; be able to elicit information from the patient examination, using palpation, muscle strength assessment, joint range of motion measurement, and other evaluative maneuvers; be the first responder in a potentially catastrophic injury (e.g., in-line stabilization of cervical spine, rescue breathing, obstructed airway management, and cardio pulmonary resuscitation); be able to execute movements required to provide therapeutic care, such as performing mobilization and wound care techniques.
- Observation** (Observation requires the functional use of vision, hearing, and somatic sensations); be able to participate in laboratory demonstrations; be able to observe and palpate a patient accurately to determine variations from normal and observe output readings to determine a patient's condition and the status of a treatment.
- Auditory Ability & Visual Acuity:** possess sufficient hearing to assess patient's needs, make fine discriminations in sound, follow instructions and communicate with other health care workers; possess the visual acuity to read, write and assess the patient and the environment.
- Communication:** possess verbal/nonverbal and written communication skills adequate to exchange ideas, detailed information, and instructions accurately; be able to read, comprehend, write legibly, and communicate effectively (both orally and written); be able to communicate effectively and sensitively with patients to elicit information regarding mood, activities, and health complaints, as well as perceive nonverbal communications; be able to communicate effectively and efficiently with other members of the health care and athletic community to convey information essential for safe and effective care; be able to read, communicate in writing, and demonstrate computer literacy to complete assignments; be able to communicate with accuracy, clarity, efficiency and sensitivity.
- Interpersonal Skills:** be able to interact purposefully and effectively with others; be able to convey sensitivity, respect, tact, and a mentally healthy attitude; be oriented to time, person, place and not mentally impaired to make decisions that would immediately impact the health of others by prescription or nonprescription mind-altering substances; possess sufficient emotional stability to be able to perform duties in life or death situations and in potentially dangerous social situations, including caring for injured individuals in hostile environments; be able to handle stress and work well as part of a team.
- Intellectual Abilities:** be able to comprehend three-dimensional relationships and understand spatial relationships of structures; be able to measure, calculate, reason, analyze, integrate, and synthesize information in a timely fashion; be able to synthesize knowledge and integrate the relevant aspects of a patient's history and examination findings to develop an effective treatment program.
- Behavioral & Social Attributes:** possess the psychological ability required to exercise good judgment; possess the psychological ability required to promptly complete all responsibilities inherent to the assessment and care of patients; possess the psychological ability required to develop mature, sensitive, and effective relationships with patients; be able to tolerate physically and mentally taxing workloads; be able to adapt and display flexibility (e.g. changing environment, practice schedule, travel); be able to function in the face of uncertainties inherent in the clinical problems of patients; be able to demonstrate ethical behavior, both in laboratory classes and during their clinical experience; be able to respond with precise, quick and appropriate action in emergency situations including, but not limited to Cardiopulmonary Resuscitation (CPR); possess the ability to function safely, effectively, and make and execute quick, appropriate and accurate decisions under stress.

Accepted applicants to the MAT program are required to verify that they understand and meet these essential functions, or that they believe that with certain accommodations they can meet the standards.

Any student with a disability who is accepted to the MAT program must contact Student Disability Services (SDS) in the TTUHSC Office of Student Affairs as soon as possible. SDS Staff will determine whether the stated condition qualifies as a disability under applicable laws and work with the program faculty to determine reasonable accommodations, taking into account whether accommodations would jeopardize clinician/patient safety or the educational process of the student or the institution, including all course work, clinical educational experiences and internships deemed essential to graduation. Students are required to read and sign the MAT program technical standards form and to update their responses on this form if their health status changes. Students who require accommodation to meet the technical standards must obtain verification by the authorized institutional office (see above) as defined by the sponsoring institution policy that proper accommodation has been provided for the student to meet the standard.

I certify that I have read and understand the technical standards listed above, and I believe to the best of my knowledge that I meet each of these standards (either with or without accommodation). I understand that if I am unable to meet these standards I will not be admitted into the program.

Professional Expectations and Opportunities

Credentialing Requirements

Graduates of the MAT program will be eligible to sit for the national certification examination for athletic trainers administered by the Board for Certification, Inc. (BOC). State credentialing requirements for practicing athletic training vary from state to state according to athletic training practice acts and state regulations that govern athletic training. A misdemeanor and/or felony conviction may affect a graduate's ability to sit for the certification and licensure examinations and ultimately attain athletic training credentials. Students are encouraged to check with the BOC and specific state credentialing boards for more information regarding any prior convictions as they relate to obtaining athletic training credentials.

Athletic Training Code of Ethics

The National Athletic Trainers' Association (NATA) Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic trainer, but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally, the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails. (Reprinted from the National Athletic Trainers' Association, September 28, 2005, Revised 2016)

The entire NATA Code of Ethics may be found on the NATA website: <https://www.nata.org/membership/about-membership/member-resources/code-of-ethics>

Athletic Training Student Association-Lubbock (ATSA-LBB)

The purpose of ATSA is to provide a means of addressing the external interactions and professional development of the entire student body of the athletic training program at the Texas Tech University Health Sciences Center. The ATSA provides leadership in representing the school at the university, local, state and national level. Emphasis is placed on establishing a foundation for lifelong professional development through involvement in the NATA, community service activities and educational programs. The ATSA must abide by the registration of student organizations policies listed in the *TTUHSC Student Handbook*. Students are responsible for any and all fees and costs associated with membership, and participation is voluntary.

Membership in Athletic Training Organizations

Students are encouraged to join the National Athletic Trainers' Association (NATA), Southwest Athletic Trainers' Association (SWATA), the Texas State Athletic Trainers' Association (TSATA) and the West Texas Sports Medicine Society (WTSMS). Membership is part of the socialization into the profession and will assist students in maximizing their professional potential. Student members receive access to the member-only section of the NATA website, the *NATA News, Journal of Athletic Training*, and various other benefits. Membership applications are available online or from a MAT faculty member. Students are responsible for any and all fees and costs associated with membership in those organizations and participation in such organizations is voluntary. Students are responsible for any and all fees and costs associated with membership, and participation is voluntary.

Conference Attendance

The MAT program encourages students to attend national, state and local athletic training conferences. These conferences allow students to become exposed to leaders in the athletic training field. The networking opportunity that students experience will become an invaluable tool in the job hunt. Students are responsible for any and all fees and costs associated with conference attendance, and participation is voluntary.

Academic Advising

Each student is assigned a MAT faculty advisor when they begin the program (students keep the same faculty advisor throughout the program). Each student will meet with his or her faculty academic advisor periodically, at the initiation of the student, faculty advisor or program director. A student who receives a Mid-Term Academic Warning Letter or an Academic Probation Letter is encouraged to meet with his or her faculty advisor.

Dress Code

Members of the faculty and staff have the authority and responsibility to maintain reasonable standards of student dress and grooming within their respective classrooms, laboratories, offices, and other areas of public presentations. The dress code reflects professional integrity and the special needs of individual classes. Professional dress is expected of students at all times. At the discretion of the faculty, more casual attire may be worn to lecture and laboratory classes as warranted.

As a part of professional dress, and in compliance with TTUHSC Operating Policy (76.02), students of the TTUHSC MAT program are required to wear, or produce if requested, their student identification (ID) badge at all times while on TTUHSC campuses, and an approved ID badge during Clinical Experiences and Internships.

Since TTUHSC is a public institution in which patients and visitors are present, standards of dress should reflect good judgment. Attention to safety standards and professionalism is important.

The MAT program expects students to dress professional when representing the MAT program at all times. Casual attire is not appropriate for educational activities that occur off-campus or within other academic units housed within TTUHSC. For guest lectures, general medical experiences, or other clinical observations, the instructor or Clinical Education Coordinator will provide specific information as the situation presents itself. For clinical observations and Clinical Experience and Internships, information regarding specific dress codes of the clinical sites will be provided by the Clinical Education Coordinator or Preceptor.

Academic Integrity (including Plagiarism)

Students in Health Professions programs are expected to practice their professions with a commitment to high standards and integrity. This commitment to high standards and integrity is also expected during each student's course of academic and clinical study. Academic misconduct is considered to be any act that is contrary to academic and professional ethics and includes, but is not limited to: cheating, plagiarism, falsification of records, intimidation, and any and all other actions that may distort evaluation of a student's academic performance or achievement, assisting others in such acts, or attempting to engage in such acts.

A student who witnesses academic misconduct or who is approached with an offer to gain unfair advantage or commit academic misconduct is obligated to report that violation to the appropriate authority (See Part II.D). Failure to do so may result in disciplinary action. Faculty and staff are likewise responsible to report academic misconduct in accordance with Part II.D.

Any act of academic/non-academic misconduct may result in assignment of a failing grade to the assignment, failure of the course, or dismissal from the MAT program.

Refer to the *TTUHSC Student Handbook* and MAT course syllabi for additional information.

Social Media Policy

Students are reminded of the need to refrain from posting information about patients and students on social media (e.g., Facebook, Twitter, Instagram, Snapchat, LinkedIn, etc.) that violate patient and student privacy. Disclosure of such information may be a violation of federal HIPAA and/or FERPA laws, and any such violation may subject the student to disciplinary conduct pursuant to the *TTUHSC Student Handbook*. The TTUHSC social media policy can be found at <https://www.ttuhsd.edu/communications-marketing/campus-guidelines/social-media.aspx>

Clinical Education

The MAT program and clinical faculty believe in the diversity of clinical practice and experience. MAT students are given opportunities to develop a wide range of clinical competencies throughout the clinical sequence and have the opportunity to practice these skills alongside preceptors with contemporary expertise.

Clinical practice and experiences are designed to grow in difficulty from simple to complex cases throughout the clinical plan. The clinical plan provides the foundational knowledge and skills in the first year and transitions to advanced clinical reasoning and supervised autonomy in the second year. The MAT provides continuing education to preceptors allowing them to stay abreast of the latest contemporary practices to ensure the MAT program prepares AT graduates to meet the needs of the 21st century patient.

In selecting clinical sites, the quality of patient care and the staff's enthusiasm for working with students is more important than the department's size or center. Even in small centers, an interdisciplinary approach is essential. Athletic trainers must function as an integral part of the health care team.

Clinical Education and Practice Philosophy

Athletic Training (AT) is a dynamic health care profession, and central to the student's preparation is clinical education and practice. The MAT curriculum's integrative nature allows for immediate acquisition and practice of knowledge and skills necessary for the AT's practice. MAT students experience classroom and laboratory activities in preparation for clinical placement early in their professional education. The TTUHSC-MAT Clinical AT network is the vehicle that enables our students to begin practicing AT knowledge and skills under the direction of qualified preceptors. Education within the clinical setting is responsive to the individual student's academic preparation level and professional clinical practice readiness. The early integration of clinical practice in the professional program allows students to continuously integrate clinical skills alongside didactic work.

General Information: Clinical Practice

MAT Clinical Practice courses allow students to integrate clinical and professional skills in hands-on patient-centered care within local, regional, state, and national clinical sites. These courses occur throughout the professional program and deliver an increasingly complex and autonomous approach to patient/clinician-centered care. Students work closely with the Clinical Education Coordinator (CEC) to develop a professional development plan for developing clinical skills and integration within clinical sites that provide clinical variety while progressing towards their personal and professional goals.

Clinical Practice Plan

The Clinical Practice plan consists of four Clinical Practice courses. These courses prepare students to implement clinical and professional skills in various practice settings within the scope of practice of Athletic Training. MAT students begin clinical skill integration by using low-fidelity simulations, progressing to high-fidelity simulations, standardized patients, and culminating with hands-on patient-centered care leading to independent practice. The clinical practice plan spans the two years of the MAT program.

Clinical Placements

Clinical placement is made with a preceptor within an athletic training practice setting to assist the MAT student's professional growth. These placements are based on preceptor availability during the semester requested. Final clinical placement is determined by MAT faculty consensus based on the discussion and recommendation from the CEC.

The CEC recommendation may include but is not limited to academic performance, completion of program requirements, demonstration of professionalism, and behaviors indicative of being useful and productive during clinical training, including problem-solving, critical thinking, and clinical reasoning. The MAT CEC provides detailed information for student placement during the first Summer semester.

The TTUHSC-MAT Clinical AT Network

The TTUHSC-MAT Clinical AT network is a group of clinical sites located in two main geographic areas; In-Region Sites (within a 50-mile radius of TTUHSC) and Out-of-Region Sites (>50-mile of TTUHSC, including in-state and out-of-state). Out-of-Region sites are used during the MAT Year-2 (MAT-2) immersion placements. All clinical sites must complete an annual certification/re-certification process before students are placed with a preceptor.

Clinical Practice Settings

- In-Region Sites
1. Secondary School (Middle & High School)
 2. College/University (NCAA Div. I & II, NJCAA)
 3. Rehabilitation (Outpatient)
 4. Athletic Training in Physician Practice (ATPP) Outreach/Orthopedic/Surgical
 5. Primary Care (non-orthopedic)

- Out-of-Region Sites:
1. Secondary School Setting
 2. College/University (NCAA Div. I, II, & III, NAIA, NJCAA)
 3. Professional Sports (NFL/MLB/MLS/WNBA)
 4. Rehabilitation
 5. Athletic Training in Physician Practice (ATPP) Outreach/Orthopedic/Surgical
 6. Primary Care (non-orthopedic)
 7. Military/Civil Service (PD/ID)
 8. Industrial/Performing Arts

Clinical Placement Sequence

- MAT Year 1
- MAT1 students are placed within a clinical site in-region and experience a 1-week immersion in the fall and spring semesters. Typical placement is at the secondary or college/university level. During this first year of clinical practice, MAT1 students begin applying foundational knowledge and end the year integrating advanced clinical reasoning and practice in preparation for year two.

MAT Year 2
MAT2 is considered an intensive practice year where students complete 24-25 weeks of clinical immersion. MAT-2 placements typically align within a practice setting the student has in their professional goals. In year two, MAT2 students continue to combine advanced knowledge and skills while experiencing increased independent practice under the supervising preceptor's direction.

TTUHSC-MAT Immersive Clinical Practice Plan

The TTUHSC-MAT vision for immersion provides a rich clinical practice experience for all, bound by no geographical limitations. MAT2 students are encouraged to pursue clinical sites that align with their professional development plan. Immersion may include in-region or out-of-region clinical placement, depending on the student's goals for professional practice. Clinical immersion is broken into a fall immersion and a spring immersion.

Immersive Clinical Experience

- **Fall:** A full/long semester in a clinical site closely aligning with the student's professional goals. This immersion is 19-20 weeks (typically the first week in August to the second week in December).
 - May be an in-region or out-of-region clinical site
- **Spring:** The spring is divided into two clinical rotations. The first 10-weeks of the spring is a traditional in-region clinical placement. In the final five (5) weeks of the semester (typically the last week in March through the last week in April), students complete their final immersion either within the region or out-of-region.
 - May be an in-region or out-of-region clinical site

Out-of-Region Clinical Immersion Placement

All athletic training students must maintain proof of current Emergency Cardiac Care (ECC). Emergency Cardiac Care must include the following: adult & pediatric CPR, airway obstruction, second rescuer CPR, automated external defibrillator (AED) and barrier devices (e.g., pocket mask, bag valve mask). Providers are those adhering to the most recent *International Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiac Care*. For additional information, please see the Board of Certification, Inc. (BOC) website: <http://www.bocalc.org/athletic-trainers#ecc-overview>

Practice Sakai page.

- **Fall Applications:** Typically, due by June 1.
- **Spring Applications:** Typically, due by December 1.

Clinical Practice Note:

- All MAT2 Students are responsible for all costs associated with clinical practice courses, including, but not limited to, tuition and fees, transportation, housing, meals, uniforms, criminal background checks, drug screenings, and other incidental expenses.
- All MAT students must pass a criminal background check before placement at a clinical site.
- Several clinical sites (both in and out-of-region) may require additional onboarding or background checks specific to the site for which students must complete at their expense.
- Complete onboarding information for clinical sites is available on EXXAT.
- Students are expected to follow safety procedures of the clinical site
- Behaviors observed during the professional curriculum are taken to be a measure of a student's readiness for Clinical Practice courses.

Emergency Cardiac Care (ECC)

All athletic training students must maintain proof of current Emergency Cardiac Care (ECC). Emergency Cardiac Care must include the following: adult & pediatric CPR, airway obstruction, second rescuer CPR, automated external defibrillator (AED) and barrier devices (e.g., pocket mask, bag valve mask). Providers are those adhering to the most recent *International Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiac Care*. For additional information, please see the Board of Certification, Inc. (BOC) website: <http://www.bocalc.org/athletic-trainers#ecc-overview>

Clinical Experience Policies: Assorted

The following policies will be further discussed during the first summer semester, and re-visited at the beginning of each Clinical Experience course. The entire policy and signature pages are included with this document.

1. **Criminal Background Check:** per TTUHSC policy, all students are required to pass a criminal background check prior to matriculating in the institution and going on their first clinical experience. The cost of a Criminal Background Check is the responsibility of the student. Failure to pass a criminal background check may impact your ability to complete the MAT program and obtain certification and licensure. Policy specifics and signature pages are available under HSC OP 10.20 on the following website: <https://www.ttuhsu.edu/administration/documents/ops/op10/op1020.pdf>

Additionally, MAT students assigned to preceptors in the Lubbock Independent School District (LISD) must pass the LISD criminal background check before the start of each semester assigned. There is no cost to the student for the LISD background check.
2. **Student Consent and Authorization to Release Information for Student Clinical Experience or Fieldwork:** per School of Health Professions policy, in compliance with FERPA each student must provide written authorization for the MAT program to communicate with clinicians where the student is assigned for his/her clinical experience. The policy and signature forms are included on page 43 of this document.
3. **Clinical Supervision Policy:** The Athletic Training Student (ATS) must follow the supervision guidelines set forth in the CAATE Standards for accreditation. Detailed information will be discussed by the Clinical Education Coordinator prior to the first clinical experience.
4. **Drug Testing:** Some clinical sites may require a health care professional drug screening. This screen is completed at the student's expense.

Clinical Practice Guidelines

Learning & Working Environments:

MAT Students completing clinical practice courses will abide by the following guidelines:

- Clinical Practice I (HPAT 5201): 17-27 hours per week. Contact hours may vary by clinical placement
- Clinical Practice II (HPAT 5206): 17-27 hours per week. Contact hours may vary by clinical placement.
- Clinical Practice III (HPAT 5800): 40+ hours per week. Contact hours may vary by clinical placement.
- Clinical Practice IV (HPAT 5328): 24-40+ hours per week. Contact hours may vary by clinical placement.

These courses involve a directed and supervised athletic training clinical experience including both traditional and immersive experiences which closely align with the student's professional goals. *An immersive clinical experience is a practice-intensive experience allowing students the opportunity to engage in the totality of care provided by athletic trainers.

Additionally, student clinical practice hours are closely monitored to ensure overall health and well-being as well as effective care rendered by MAT students.

Consensual Relationships

Consensual relationships between a student and a supervisor, patient or other persons at clinical experience sites constitutes (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety; and (5) questions the validity of consent, any of which impairs the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical experience; (2) exploiting subordinate faculty, staff, employees or students and the possible professional or academic disadvantage of third parties; and (3) subjecting both TTUHSC, the clinical sites and the individuals to the risk of liability.

Therefore, the MAT program strictly prohibits any type of such relationship as described above whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should such relationships develop, faculty, staff, Preceptors, and MAT students who become aware of the relationship have the obligation to disclose the existence of the relationship to the program director. Furthermore, a relationship between a MAT student and a high school student or minor at any clinical site with whom the MAT program has a clinical contract is strictly prohibited during the entire time that the MAT student is enrolled in the MAT program. Violation of this prohibition may result in dismissal from the program.

Adapted from TTUHSC OP 70.55 Consensual Relationships - Faculty, Staff, and Residents.

Summer Internships and Camps

Students are not required to complete an internship or work summer camp for the MAT program; however we understand that many students may want to explore these opportunities. It is the responsibility of MAT students to know the athletic training practice acts in the states where they may conduct clinical internships and/or summer camps. There are state practice acts that define "athletic training student" as those acting as part of an accredited educational program and thus those individuals who meet this definition are protected by statute. If clinical internships and/or summer camps are not a formal part of the CAATE accredited program (which they are not for the MAT program), and students are not currently enrolled in a clinical course then they are NOT by state statute considered to be an athletic training student protected by state statute and are therefore practicing without a credential. It is important that students not practice athletic training without an appropriate state credential. For those opportunities where students would violate the practice act, a student needs to consider the alternative optional summer practicum course. Students are encouraged to discuss with program faculty their interest in internship and/or summer camp opportunities well in advance to avoid placing themselves in violation of state practice acts and subject to professional sanctions for unregulated practice; this could impact a student's ability to sit for the BOC exam.

Optional Summer Practicum Scheduling Policy

Any student wishing to complete the optional HPAT 5098 Practicum in Athletic Training course at a clinical site that does not have a current affiliation agreement with the TTUHSC MAT program is required to discuss his or her plans and intentions with the designated MAT Program faculty as early as possible during the Spring semester preceding the intended experience. Sites that do not have a current affiliation agreement in place with the MAT program may still be considered as potential options for experience; however, it will be necessary to have a signed affiliation agreement in effect on or before May 20th in order for that potential site to be used. It is the student's responsibility to make sure that the necessary information to develop an affiliation agreement is provided to the designated MAT faculty member. Affiliation agreements require legal review that may introduce delays, so planning ahead is imperative.

In the event that an affiliation agreement cannot be established between the proposed site and the TTUHSC MAT program by the proposed start date, the student will have the option of either dropping the Practicum course or being reassigned to a site with which the TTUHSC MAT program already has a current affiliation agreement in place. Although the MAT program will make every attempt to assist the student in these instances, such re-assignment cannot be guaranteed and will be made on an as-available basis.

Clinical Experience Courses: Course Grade of "D" or "F" Results in Recycling or Dismissal

Students enrolled in Clinical Experience courses receive a letter grade ("A", "B", "C", "D" or "F"). A passing course grade is "C" or higher. A student may receive a course grade of "D" or "F" for a Clinical Experience course for any of the following reasons:

1. Failure to maintain and present all of the appropriate documentation to the clinical education facility in a timely fashion as required by that facility. The documentation required varies from facility to facility, but typically includes:
 - a. Evidence of current immunizations for Hepatitis B, Tdap (Tetanus, Diphtheria, Pertussis) and MMR (Measles, Mumps, Rubella/Rubeola).
 - b. TB (tuberculosis) test result.
 - c. Personal medical/health insurance.
 - d. Current Emergency Cardiac Care.
 - e. Proof of professional liability insurance (from the institution).
 - f. Criminal Background Check documentation.
2. Failure to meet all requirements set forth by a clinical education facility for students receiving clinical education at their site (e.g., failure of a facility required drug test, failure to adhere to dress code, etc.).
3. Failure to complete course objectives as specified in the Clinical Experience course syllabus.
4. Unsafe or unprofessional behavior at the clinical site.

If a student receives a course grade of "D" or "F" in a Clinical Experience course due to unsafe or unprofessional behaviors, the program director and/or Clinical Education Coordinator reserve the right to deny the student a recycling opportunity. In such situations, the student is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the MAT Program" section below).

A student who receives a course grade of "D" or "F" in a Clinical Experience course is required to recycle the course if he or she is academically eligible to do so (i.e., no previous recycling of a course and otherwise in good academic standing), provided the reasons are not due to unsafe or unprofessional behaviors, in which case the student is subject to dismissal from the program. Criteria that constitute successful recycling of a Clinical Experience course will be specified in a "Recycling Requirements Document" that will be written by the program director with input from the Clinical Education Coordinator.

A student who is in the process of grieving dismissal from the MAT program is not allowed to participate in a clinical education course.

Academic and Conduct Policies

Academic Probation

A student will be placed on Academic Probation for failure to maintain a cumulative grade point average (GPA) of 2.70 or higher. Cumulative GPA is calculated at the end of each semester. For a student to return to good academic standing and be removed from Academic Probation in this situation, the student must raise his or her cumulative GPA to 2.70 or higher by the end of the following semester. A student whose cumulative GPA is less than 2.70 in consecutive semesters (i.e., fails to come off Academic Probation) is subject to dismissal, with an exception in the first academic year of the program. The exception is as follows: if this academic standard is not met during both of the first and second semesters (Summer and Fall), the student will be granted one additional semester to raise his or her cumulative GPA to 2.70 or higher (refer to "Dismissal from the MAT Program" section below).

A student who has been on Academic Probation twice and subsequently meets any of the criteria for Academic Probation a third time is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the MAT Program" section below).

Recycling

Recycling in the MAT program is the re-taking of an entire course in which the student received a course grade of "D" or "F" (didactic or Clinical Experience course). For a course to be successfully recycled, a passing course grade of "C" or better for academic courses and Clinical Experience courses must be obtained the next time the course is offered in the student's curriculum. A student who refuses to recycle a course in which he or she received a grade of "D" or "F" will be subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the MAT Program" section below).

A student enrolled in the MAT program is allowed to recycle only one time.

The MAT curriculum is designed for course work to be taken in sequence. Therefore, a student is not permitted to advance academically in the MAT curriculum until the student has successfully recycled the course in which he or she was found to be academically and/or clinically deficient. This requires the student to not be enrolled in the curriculum for one full academic year until the course that needs to be recycled is taught again.

Recycling Requirements Document

Criteria that constitute successful recycling of academic and/or clinical education deficiencies will be specified in a "Recycling Requirements Document" that will be written by the program director. The student is required to re-take and earn a passing grade in the course(s) for which the student received a grade of "D" or "F." A recycling student who fails to meet all requirements for a passing grade ("C" or higher) as specified by the course syllabus for any of the required recycled/audited courses will be subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the MAT Program" section below).

Other Considerations With Respect to Recycling

After successfully recycling, a student is subject to dismissal on grounds of academic deficiency if there are any instances of subsequent academic and/or clinical deficiency, including a cumulative GPA below 2.70 or receiving a course grade of "D" or "F" in any course (refer to "Dismissal from the MAT Program" section below).

It is the student's responsibility to obtain financial information and pay for additional expenses that will be incurred as a result of recycling.

Both the original and recycled course grades (but not grades in audited courses) are used to calculate cumulative GPA, and both course grades will appear on the student's transcript.

Student Misconduct

Student misconduct can lead to dismissal with no opportunity to remediate or recycle. For policies and procedures related to behavioral deficiencies and misconduct, refer to the *TTUHSC Student Handbook*, available at the following website: <https://www.ttuhschool.edu/student-affairs/handbook.aspx>

Dismissal from the MAT Program

A student enrolled in the MAT program is subject to dismissal for any of the following reasons:

- 1. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for two consecutive semesters, with an exception in the first academic year of the program. The exception is as follows: if this academic standard is not met during both of the first and second semesters (Summer and Fall), the student will be granted one additional semester to raise his or her cumulative GPA to 2.70 or higher.
- 2. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for any three semesters of the curriculum.
- 3. After receiving a course grade of "D" or "F" in a course, refusal to sign a "Recycling Requirements Document" or refusal to recycle/audit courses specified in "Recycling Requirements Document" (see section on "Recycling").
- 4. Failure to meet all requirements specified in the "Recycling Requirements Document."
- 5. Receiving a course grade of "D" or "F" in any course after successfully recycling.
- 6. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher in any subsequent semester after successfully recycling.
- 7. Receiving a course grade of "D" or "F" in a Clinical Experience course due to unsafe practices and/or unprofessional behavior as documented by the Preceptor.
- 8. Unsafe practices, unprofessional behavior, and/or illegal activity related to patient contact as documented by the Preceptor and program.
- 9. Based upon a complaint of misconduct as set forth in the TTUHSC Student Handbook.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. Refer to the School of Health Professions policy entitled "Academic Dismissal", available at the following website: <https://hscweb.ttuhschool.edu/health-professions/current/policies.aspx>

Master in Occupational Therapy

MOT Program

SHP General Information

Review information that pertains to all students within the School of Health Professions (SHP) that is located at the beginning of the SHP Student Handbook.

Department of Rehabilitation Sciences Policies, Procedures, and Student Responsibilities

Review information that pertains to all students within the Department of Rehabilitation Sciences (DRS) that is located in the Rehabilitation Section of the SHP Student Handbook.

This section of the Student Handbook describes academic policies and procedures that are specific to the TTUHSC Master of Occupational Therapy (MOT) program. Student policies that are common to the School of Health Professions are provided at the following website address: <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Accreditation and Program Overview

Accreditation

The MOT Program at TTUHSC is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Contact information is as follows:

6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
(301) 652-2682
www.acoteonline.org

Mission

The mission of the TTUHSC MOT Program is to provide students with a strong foundation in clinical reasoning, knowledge, and skills to become competent occupational therapists who improve the health of individuals and communities. Academic and professional citizenship of students is cultivated through mentorship in scholarly activities.

Philosophy Statement

Beliefs about Humans
Human beings possess a unique array of interests, values, skills, abilities, and experiences which influence the way one perceives, chooses, and engages in various, meaningful activities (also called occupations). Occupations are the ordinary and familiar things that people do everyday. The selection of and engagement in these meaningful activities contributes to one's identity, health, and well-being.

Belief about the Nature of Learning

Human beings learn through, and are shaped by, experiences throughout their lives. Opportunities for learning occur in many ways, such as acquiring knowledge, skill development, or personal growth. Through these varied experiences, changes in a person's knowledge, abilities, behavior, and attitudes occur

Beliefs about the Nature of Occupational Therapy

Occupational therapy is the art and science of helping people do the day to day activities that are important and meaningful to them. Engagement in valued occupations is used in treatment to facilitate health and well-being. Valued occupations include the following areas: self-care, learning, work, play, leisure, social participation, and sleep/rest.

Occupational therapists work collaboratively with individuals, families, caregivers, and other groups whose life patterns and ability to engage in valued occupations have been altered as a result of various circumstances (i.e. cognitive or developmental problems, injury or illness, social or emotional deficits, or the aging process). Occupational therapists apply their clinical reasoning as they plan, direct, perform and reflect on client care. The focus of occupational therapy is to facilitate the individual's ability to participate in meaningful, purposeful activities (occupations) at home, school, workplace, community, and various other settings.

Occupational therapy practice areas and settings:

- Acute Care
- Assistive technology
- Burn centers
- Case management
- Community health practice
- Driver rehabilitation
- Early intervention services
- Ergonomics consultation
- Hand rehabilitation
- Health and wellness consultation
- Home health
- Home modifications access
- Hospice services
- Hospitals
- Low vision services
- Mental health
- Nursing homes
- Private practice
- Psychosocial needs of youth
- Rehabilitation centers (inpatient and outpatient)
- Schools
- State Supported Living Centers

Curriculum Design

G Grounded in Bloom's Taxonomy
O Occupation-based approaches

T Teamwork in scholarship and practice
E Education of future professionals
C Clinical Reasoning/Case Mapping
H Hands on learning

The curriculum of the occupational therapy program is shaped by two guiding frameworks. Bloom's levels of learning serve as framework that faculty utilize to inform and guide the student learning process. Students develop critical thinking skills as concepts are introduced and reintroduced in increasing complexity. The other framework consists of the following six curriculum threads: Fundamental Concepts, Theoretical Foundations, Clinical Reasoning, Research Methods, Occupational Therapy Processes, and Professional Practice. These curriculum threads further focus the development of the students' knowledge, skills, attitudes, and behaviors with respect to the profession of occupational therapy. The program fosters the development of each student's clinical reasoning and professionalism through a combination of didactic and experiential processes.

Curriculum Threads

Student Learning Goals
Fundamental Concepts

- Students will be able to identify, describe, and summarize the biological, physical, social, and behavioral factors that affect a person's engagement in occupation across the lifespan.
- Students will be able to demonstrate clear, effective written and verbal communication.
- Students will be able to analyze the effects of physical and mental health, disability, disease processes, and traumatic injury to the individual within the cultural context of family and society on occupational performance.

Theoretical Foundations

- Students will be able to describe and discuss history, theories, practice models, and frames of reference that are used in occupational therapy.
- Students will be able to apply theoretical constructs to evaluation and intervention with various types of clients and practice contexts.
- Students will be able to analyze historical, theoretical, and sociopolitical influences on practice.
- Students will be able to integrate occupation based theories, practice models and frames of reference to guide occupational therapy processes.

Clinical Reasoning

- Students will be able to describe clinical reasoning concepts in relation to occupational processes.
- Students will apply active learning, concept mapping, case mapping, clinical problem solving, and documentation exercises to develop clinical reasoning strategies.
- Students will be able to distinguish the importance of therapeutic use of self, the environment, and occupation/activity to identify the needs of the client and facilitate relationships with others.
- Students will be able to integrate clinical reasoning skills to work collaboratively to meet the occupational needs of individuals or groups.

Research Methods

- Students will be able to understand quantitative and qualitative research methods and describe the importance of research to the profession of occupational therapy.
- Students will apply active learning, concept mapping, case mapping, clinical problem solving, and documentation exercises to develop clinical reasoning strategies.
- Students will be able to plan, conduct, and analyze entry-level research that is relevant to occupational therapy practice.
- Students will be able to synthesize, evaluate, and disseminate findings of research to inform occupational therapy practice.

Occupational Therapy Processes

- Students will be able to explain the meaning and dynamics of occupation and activity to include areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors.

- Students will be able to select and administer relevant occupational therapy screenings, assessments, and intervention methods based on client needs and contextual factors.

- Students will be able to interpret results of occupational therapy screenings and assessments to formulate the therapeutic intervention plan and method of service delivery.

- Students will be able to synthesize the occupational therapy process (from referral to discharge), client needs, and contextual factors to support the client's participation in valued occupations.

Professional Practice

- Students will be able to discuss the importance of advocacy, safety, professional ethics, values, and responsibilities.

- Students will adhere to ethical standards and safety regulations.

- Students will be able to analyze supervisory, ethical, and organizational issues and responsibilities to support professionalism in practice.

- Students will be able to synthesize and evaluate their professional role in varied settings to foster the process of reflective practice and a spirit of life-long learning.

Program Goals and Objectives

1. TTUHSC MOT students will possess clinical reasoning, knowledge and skills required for competent occupational therapy practice.
2. TTUHSC MOT students and faculty will improve the health and well-being of people through the provision of occupational therapy services and healthcare education.
3. TTUHSC MOT students and faculty will practice professional citizenship through community outreach.

Program Outcomes and Measurements

The MOT Program has established the following learning outcomes for the students:

1. Students will be able to plan and apply occupational therapy evaluations and interventions to address the physical, cognitive, psychosocial, sensory and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities.
2. Students will be prepared to articulate and apply occupational therapy evidence-based interventions.
3. Students will develop and implement population-based service that addresses occupational needs of a community organization.
4. Graduates achieve entry-level competence through a combination of academic and fieldwork education that provide broad exposure to delivery models and occupational therapy practice settings.

The following resources are used to measure the level of achievement for the desired outcomes established for our program: 1) Graduation & Attrition Rates; 2) Fieldwork Performance Evaluation for the Occupational Therapy Student; 3) Occupational Therapy Knowledge Exam (provided by the National Board for Certification in Occupational Therapy) results; 4) National Board for Certification in Occupational Therapy (NBCOT) exam results; 5) Graduate surveys; 6) Student surveys; 7) Employer surveys; 8) Job placement rates; and 9) Faculty developed rubrics and evaluative tools.

Technical Standards

The occupational therapy program at Texas Tech University Health Sciences Center (TTUHSC) is a rigorous and intense program that places specific professional, intellectual, physical and social requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals with physical and psychosocial impairments. The technical standards set forth by the occupational therapy program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skill and behavioral competencies for entry-level practice. These standards are subject to amendment based on changes in health care and the scope of occupational therapy practice.

Ability to meet these technical standards is required for admission to the occupational therapy program and must be maintained throughout the time a student is enrolled in the program. Applicants to (or accepted applicants for) the occupational therapy program will be required to verify that they understand and meet these essential functions, or that they believe that with reasonable accommodations they can meet the technical standards.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for students with disabilities to enable them to perform successfully in our program. Any student with a disability who is accepted to the OT program must contact Student Disability Services (SDS) in the TTUHSC Office of Student Affairs as soon as possible. SDS Staff will determine whether the stated condition qualifies as a disability under applicable laws and work with the program faculty to determine reasonable accommodations.

There are two separate and distinct components in the curriculum for the occupational therapy program: 1) an academic didactic component; and 2) a clinical/fieldwork component. Accommodations in place for the didactic component may not be the same accommodations available for the clinical component in the curriculum. The technical standards listed below are necessary functions and skills for the development of the knowledge, skills, and behaviors to provide safe and effective occupational therapy services.

1. Cognition

- Applicants and students must be able to skillfully conceptualize, apply, analyze, synthesize, and evaluate information from a broad range of sources. Use of these learning domains must produce effective critical thinking skills to be used during observations of patient behavior, task performance, and the environment. To produce the required didactic and clinical learning, students must have:
 - o i) Sufficient perception and attention (sustained, shifting, and divided) to perform components, such as: discernment and discrimination of relevant information (e.g., attention to safety concerns during laboratory and clinical/fieldwork experiences; sustained attention for actively learning during lecture and taking tests lasting up to 4 hours); accurate perception and interpretation of spatial relationships (e.g., surface anatomy; analysis of movement); and acquisition and use of knowledge within rigorous time constraints (e.g., assignment due dates, semester schedules, allotted treatment time).
 - o ii) Sufficient memory skills (immediate, short term/working, and long term) to perform components such as the transfer of immediate memories (from sensations) to short term memories, which are then developed into long term memories through various learning strategies. All forms of memory should be accessible/retrievable for use in working memory as evidenced by effective didactic and safe and effective clinical experiences (e.g., assignment completion; examination preparation; occupational therapy evaluation; treatment planning; reassessment; outcomes review).
 - o iii) Sufficient higher-level cognitive skills to perform components, such as: concept formation (e.g. development of theoretical concepts in occupational therapy); cognitive flexibility (e.g. understanding of various contexts and patient situations); problem solving and decision making (e.g., searching and evaluating published literature; selection of appropriate assessments and treatment strategies); and accurate self-assessment of clinical/fieldwork skills, professionalism, and academic performance (e.g. monitor one's own actions; learn from peer, instructor, client and environmental feedback).

2. Communication

- Applicants and students must be able to effectively communicate with a broad range of individuals, such as: peers, faculty, patients, caregivers, family members, other professionals, supervisors, and payers. Such communication requires that students can effectively engage in receptive and expressive forms of communication (e.g., written, spoken, non-verbal). Students must have:
 - o i) Sufficient proficiency with the English language to perform components, such as: acquisition of information and knowledge through written and spoken language (e.g., classroom instruction, textbooks, journal articles, websites, videos); production of written assignments with accurate spelling, grammar, and writing mechanics (e.g., essays, documentation); completion of examinations that require reading and comprehension; and professional presentation of information (e.g., class presentations; interdisciplinary team discussions, patient status reports).
 - o ii) Sufficient proficiency with use of technology to perform components, such as: utilization of computer resources for didactic, laboratory, and clinical/fieldwork courses (e.g., internet, email, electronic health records, and computer software for word processing, spreadsheet, and presentation); accessing content using a variety of electronic media (e.g., videos, pdf, forums, electronic library databases); and utilization of technology resources used for standardized testing (e.g., electronic modalities).

3. Motor Skills

- Applicants and students must be physically capable to perform a range of motor skills. Such motor skills require functional movement to effectively performance various physical components of patient assessment and intervention. Students must have:
 - o i) Sufficient muscular and cardiovascular endurance to perform components such as: positioning and stabilization of patient; and sustaining physical activity levels necessary to meet academic and clinical/fieldwork productivity (e.g., classroom and clinical/fieldwork activities).
 - o ii) Sufficient fine motor coordination, range of motion, and strength to safely perform components, such as: grasp and manipulation of therapy supplies, tools, and equipment (e.g., cut and form materials to fabricate splints and assistive devices; positioning of supplies or equipment in accordance with standardized testing procedures); demonstration of dexterous movements for various activities of daily living (e.g., write, button, open containers); and application and calibration of pressure to soft tissue (e.g., massage, facilitation, inhibition, and handling techniques).
 - o iii) Sufficient gross motor coordination, range of motion, and strength to safely perform components, such as: stabilization, positioning, and moving of patient (or patient's body parts); maneuvering patient in wheelchair; application of physical resistance to assess muscle strength and tone; and accommodation and/or demonstration of desired positioning or movement patterns for patient (e.g., crouch, kneel, squat, bend, reach, sit).

4. Observation

- Applicants and students must be able to effectively observe behavior, task performance, and the environment. Such observation requires the functional use of their senses. Students must have
 - o i.) Sufficient vision acuity and perception to perform components such as: visual observation of educators and/or peers demonstrating techniques, procedures, and equipment use; seeing and reading text and images (e.g., equipment gauges/dials, medical records); observation of patient behaviors, skills, and impairments; visual inspection of signs of distress, trauma, or impairment; visual monitoring of tools and equipment for safe, effective operation; and identification of environmental barriers and supports.
 - o ii.) Sufficient auditory function to perform components, such as: hearing patient's verbalizations and utterances; monitoring of tools and equipment for safe, effective operation; and accurately hearing sounds from the pulmonary, cardiovascular, gastrointestinal, and musculoskeletal systems.
 - o iii.) Sufficient tactile sensation to perform components, such as: accurate discernment, palpation, and mobilization of muscles, bones, joints, and other subcutaneous structures; monitoring of temperature or tension through touch; and manipulation of supplies, tools, and equipment.

5. Social Behavioral Skills

- Applicants and students must be able to establish and regulate behaviors to meet performance demands of occupational therapy practice. Such social behavioral skills require motivation, self-awareness, emotional regulation, and interpersonal skills. Students must have:
 - o i) Sufficient motivation to achieve academic or clinical/fieldwork performance expectations that includes components, such as: self-direction and autonomy (e.g., utilize organization and time management skills; utilize resources for self-directed learning; access transportation to attend academic courses and clinical/fieldwork placements); compliance with academic and professional standards of conduct (adhere to safety guidelines and procedures; conduct oneself in an ethical and legal manner); and portrayal of honesty, integrity and professionalism in all circumstances.
 - o ii) Sufficient interpersonal skills to perform components, such as: respect for individual, social and cultural diversity; building and maintaining healthy relationships with a broad range of individuals (e.g., peers, faculty, patients, caregivers, family members, other professionals, and supervisors); facilitation of therapeutic interaction (e.g., attending, clarifying, coaching, facilitating, and touching as part of therapeutic process); professional interactions (e.g., provide constructive feedback; timely and appropriate response to feedback);
 - o iii) Sufficient awareness of emotional and behavioral states to perform components, such as: self-reflection, self-appraisal, and adjustment of actions when necessary (e.g., align behaviors to meet performance expectations; self-identify areas for improvement); and regulation of emotional and behavioral responses (e.g., manage uncertainty in academic and clinical/fieldwork situations; adapt thinking and behavior to changing situations).

6. Participation

- Applicants and students must be able to participate in various experiential learning opportunities to develop the knowledge, skills, and behaviors for occupational therapy practice. Such experiential learning occurs in the classroom, laboratories, and clinical/fieldwork experiences. Students must be able to:
 - o i) Complete the interprofessional core curriculum that involves completion of online modules as well as face to face interactions that involve teaching, learning, and collaborating with students from various professions.
 - o ii) Complete a gross anatomy course, which includes extensive hands-on dissection of human cadavers.
 - o iii) Participate in classroom and laboratory activities in a co-educational environment where students are required to practice observation and intervention skills on individuals of all body types and genders. Students are often required to dress in shorts and t-shirts/sports bras to allow appropriate visualization or palpation when engaged in simulation of patient assessment and intervention.
 - o iv) Participate in small group activities and projects that require students to coordinate schedules and work collaboratively to meet assignment expectations and deadlines.

Professional Expectations and Opportunities

Certification and Licensure Requirements

Graduates of the MOT program will be eligible to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure to practice. However, state licenses are usually based on the results of the NBCOT certification exam. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Occupational Therapy Code of Ethics

Preamble

The 2015 Occupational Therapy Code of Ethics (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations.

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

The entire AOTA Code of Ethics may be found on the AOTA website: <https://www.aota.org/Practice/Ethics/code-of-ethics.aspx>

Student Occupational Therapy Association (SOTA)

The Student Occupational Therapy Association (SOTA) is a student led, service oriented organization that strives to promote occupational therapy as a growing evidence-based profession. SOTA offers opportunities for community service, social events, leadership, and professional development. A faculty member serves as a sponsor (advisor). All MOT students are encouraged to join SOTA. The TTUHSC SOTA is noted for its creativity, resourcefulness, and quality of activities. The SOTA must also abide by the registration of student organizations policies listed in the *TTUHSC Student Handbook*. Students are responsible for any and all fees and costs associated with membership, and participation is voluntary. Detailed information about the organization is available on the SOTA webpage: <https://www.ttuhsu.edu/health-professions/student-occupational-therapy-association/>

Professional Societies and Student Membership

Students are encouraged to join the American Occupational Therapy Association and the Texas Occupational Therapy Association. Membership is part of the socialization into the profession. Students who are members of these professional associations receive access to the member section of the association web site, online newsletters, discounted conference fees and access to resources that facilitate their understanding of the profession. Students who are members of AOTA can obtain a discount on books published by AOTA.

Pi Theta Epsilon

Pi Theta Epsilon is the honor society for occupational therapy. The purpose of the organization is to support the development of occupational sciences and the practice of authentic occupational therapy by promoting research and other scholarly activities by its members. Our chapter, Alpha Epsilon, is part of the national Pi Theta Epsilon honor society system recognized by the American Occupational Therapy Foundation. Membership is limited to not more than 35% of the current class and students with a 3.5 cumulative grade point average while enrolled in the MOT program. Pi Theta Epsilon must also abide by the registration of student organizations policies listed in the *TTUHSC Student Handbook*.

Professional Development / Academic Advising

Professional development, including academic advising, is an important part of each student's experience throughout the TTUHSC MOT Program, beginning at orientation. The Professional Development Portfolio is designed to encouraged exposure to various professional development opportunities including: knowledge, interpersonal skills, ethical reasoning, critical reasoning, performance skills, and professional responsibility. As a part of the professional development program, each student is paired with a MOT faculty advisor when they begin the program. Each student meets with his or her faculty advisor periodically, at the initiation of the student, faculty advisor or program director. The focus of these meetings are to guide students as they develop both academically and professionally. Each Fall semester, the student meets with his or her faculty advisor and completes the "Generic Abilities Advising" form, a standardized advising tool used to encourage self-assessment/assessment for the student. This tool creates a framework for students and advisors to discuss the student's progression through the MOT program as well to foster development of professional behaviors. Additionally, a student who receives a Mid-Term Academic Warning Letter or an Academic Probation Letter is encouraged to meet with his or her faculty advisor. Students are encouraged to communicate openly with their faculty advisor whenever the need arises.

A student who receives a Mid-Term Academic Warning Letter or an Academic Probation Letter is encouraged to meet with his or her faculty advisor. Additional meetings occur during other times of the year at the initiation of the student, faculty advisor or program director.

Dress Code

Members of the faculty and staff have the authority and responsibility to maintain reasonable standards of student dress and grooming within their respective classrooms, laboratories, offices, and other areas of public presentations. The dress code reflects professional integrity and the special needs of individual classes. Professional dress is expected of students at all times. At the discretion of the faculty, more casual attire may be worn to lecture and laboratory classes as warranted. See the course syllabus for more specific details.

Since TTUHSC is a public institution in which patients and visitors are present, standards of dress should reflect good judgment. Attention to safety standards and professionalism is important.

Casual attire is not appropriate for educational activities that occur off-campus. For clinical observations and internships, information regarding specific dress codes of the clinical sites will be provided by the clinical coordinator.

Fieldwork Education

Fieldwork Education

Fieldwork education is an integral aspect of the MOT program. Students must pass a Criminal Background Check, maintain immunizations, and complete annual tuberculosis testing in order to participate in clinical experiences. Students may also be required to pass a drug screen (requirements may vary for each fieldwork site). The student is responsible for fees related to a Criminal Background Check, drug screening and immunizations

Students must be approved for Fieldwork placement by the program director and Academic Fieldwork Coordinator. Considerations in this recommendation include student's academic performance, completion of program requirements, demonstration of adequate professionalism and behaviors indicative of the ability to be effective and productive during clinical training, including problem solving ability and critical thinking.

Students on Fieldwork placements are expected to follow safety procedures of the clinical site, plus any other requirements deemed important by the Academic Fieldwork Coordinator and/or Fieldwork Educator for a specific clinical site. Behaviors observed during the professional curriculum are taken to be a measure of a student's readiness for Fieldwork.

Students are responsible for all costs associated with Fieldwork courses including transportation, housing, meals, uniforms, criminal background checks, drug screens and other incidental expenses.

Level I Fieldwork courses are scheduled throughout the professional program and allow students to reinforce and test the knowledge and attitudes presented in the classroom. Students will be involved in Level I Fieldwork experiences during the second year in the program. Following completion of all academic courses, students undertake 24 weeks of full-time Level II Fieldwork. No part of Fieldwork Level I may be substituted for any part of Fieldwork Level II. Students must complete all Level II Fieldwork within 12 months following the completion of the didactic portion of the curriculum. Level II Fieldwork courses are typically full time and will often require the student to relocate outside the immediate geographic area. Available assignments are determined by contractual arrangements between the department and facility. Students pay regular tuition and fees for enrollment in Fieldwork courses. Optional Fieldwork rotations in many specialty areas such as pediatrics, administration, hand therapy and work hardening are also available. The length of the entire program is two and a half years.

Fieldwork consists of five experiences designed to prepare and expose the student to a variety of applied settings in occupational therapy:

1. **Fieldwork I: Pediatric Process in Fieldwork and Fieldwork I: Psychosocial Group Process** occur in the summer semester of the second year. The student's Fieldwork experiences will be ongoing throughout the summer semester and will include clinical experiences throughout the community. The student will actively participate in occupational therapy clinical situations to develop professional and clinical skills as well as understanding of clinical settings.
2. **Fieldwork I: Adult Physical Dysfunction** occurs prior to the beginning classes in the Spring semester of the second year. The student actively participates in occupational therapy as it is practiced in a physical disabilities setting for a total of 80 hours.
3. **Fieldwork II:1 Full-time Fieldwork** experience that typically begins in June of the student's third year. The student integrates client evaluation and intervention planning/implementation skills and develops entry-level competency in essential skills. The student has the opportunity to develop advanced competencies beyond entry-level where applicable.
3. **Fieldwork II:2 Full-time Fieldwork** experience that typically begins in September of the student's third year. The student integrates client evaluation and intervention planning/implementation skills and develops entry-level competency in essential skills. The student has the opportunity to develop advanced competencies beyond entry-level where applicable.

Clinical facilities that have occupational therapy clinical education agreements with TTUHSC may be used for Fieldwork sites. The MOT Academic Fieldwork Coordinator provides detailed information for selection procedures. The student's selection of a Fieldwork site must be approved by the MOT Academic Fieldwork Coordinator and/or the program director prior to the student enrolling in the applicable Fieldwork courses. The MOT Academic Fieldwork Coordinator reserves the right not to approve a student's selection of any clinical education site. The MOT Academic Fieldwork Coordinator may consult with MOT faculty and the MOT program director in order to determine a Fieldwork placement for any student. As such, the MOT Academic Fieldwork Coordinator further reserves the right to place the student at any clinical site determined necessary for successful completion of a student Fieldwork course, or to not allow a student to enroll in a Fieldwork course, for the following reasons:

1. The student is on Academic Probation.
2. The student has previously displayed behavior resulting in counseling using the *Generic Abilities*.

Fieldwork Course Grading is Pass / Fail

All Fieldwork courses are graded on a pass/fail basis (i.e., course grade of "P" or "F"). The syllabus for each Fieldwork course specifies criteria that constitute a passing or failing course grade. The course coordinator assigns each student's Fieldwork course grade based on evaluative feedback from the Fieldwork clinical instructor in consideration of requirements specified in the course syllabus.

Fieldwork Courses: Course Grade of "F" Results in Recycling or Dismissal

A student may receive a course grade of "F" (Fail) for a Fieldwork course for any of the following reasons:

1. Failure to maintain and present all of the appropriate documentation to the Fieldwork education facility as required by that facility. The documentation required varies from facility to facility, but typically includes:
 - a. Evidence of current immunizations for Hepatitis B, Tdap (Tetanus, Diphtheria, Pertussis), and MMR (Measles, Mumps, Rubella/Rubecola).
 - b. TB (tuberculosis) test results
 - c. Personal medical/health insurance
 - d. Current CPR (cardiopulmonary resuscitation) certification.
2. Failure to meet all requirements set forth by a Fieldwork education facility for students receiving Fieldwork education at their site (e.g., failure of a facility required drug test, failure to adhere to dress code, etc.)
3. Failure to complete course objectives as specified in the Fieldwork course syllabus.
4. Unsafe or unprofessional behavior at a Fieldwork site.

Failure of Fieldwork Course and Dismissal

If a student's failure (course grade of "F") of a Fieldwork course is due to unsafe or unprofessional behaviors, the program director and/or Fieldwork Coordinator reserve the right to deny the student a recycling opportunity. In such situations, the student is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the MOT Program" section).

A student who receives a course grade of "F" in a Fieldwork course is subject to dismissal if the student has been on academic probation twice or if the student has previously recycled a course in the MOT curriculum. A student who is in the process of grieving dismissal from the MOT program is not allowed to participate in a clinical education course.

Failure of Fieldwork Course and Recycle

A student who receives a course grade of "F" in a Fieldwork course is required to recycle the course if they are academically eligible to do so (i.e., no previous recycling of a course, no more than one previous academic probation, and otherwise in good academic standing), provided the reasons are not due to unsafe or unprofessional behaviors, in which case the student is subject to dismissal from the program. Criteria that constitute successful recycling of a Fieldwork course will be specified in a "Recycling Requirements Document" that will be written by the program director with input from the Fieldwork Coordinator.

Consensual Relationships

Consensual relationships between a student and supervisor, patient or other persons at clinical experience sites constitutes (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety; and (5) questions the validity of consent, any of which impairs the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical experience; (2) exploiting subordinate faculty, staff, employees, or students and the possible professional or academic disadvantage of third parties; and (3) subjecting both TTUHSC, the clinical sites and the individuals to the risk of liability.

Therefore, the MOT program strictly prohibits any type of such relationship as described above, whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should such relationship develop, faculty, staff, fieldwork educators and MOT students who become aware of the relationship have the obligation to disclose the existence of the relationship to the program director.

Adapted from TTUHSC OP 70.55 *Consensual Relationships - Faculty, Staff, and Residents*.

Academic and Conduct Policies

Academic Probation

A student will be placed on Academic Probation for failure to maintain a cumulative grade point average (GPA) of 2.70 or higher. Cumulative GPA is calculated at the end of each semester. For a student to return to good academic standing and be removed from Academic Probation in this situation, the student must raise his or her cumulative GPA to 2.70 or higher by the end of the following semester. A student whose cumulative GPA is less than 2.70 in consecutive semesters (i.e., fails to come off Academic Probation) is subject to dismissal (refer to "Dismissal from the MOT Program" section below).

A student who has been on Academic Probation twice and subsequently meets any of the criteria for Academic Probation a third time is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the MOT Program" section below).

Recycling

Recycling in the MOT program is the re-taking of an entire course in which the student received a course grade of "D" or "F" (didactic or Fieldwork course). For a course to be successfully recycled, a passing course grade of "C" or better for academic courses and a course grade of "P" (Pass) for Fieldwork courses must be obtained the next time the course is offered in the student's curriculum. A student who refuses to recycle a course in which he or she received a grade of "D" or "F" will be subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the MOT Program" section below).

A student enrolled in the MOT program is allowed to recycle only one course, and that course can only be recycled one time.

The MOT curriculum is designed for course work to be taken in sequence. Therefore, a student is not permitted to advance academically in the MOT curriculum until the student has successfully recycled the course in which he or she was found to be academically and/or clinically deficient. For the didactic portion of the MOT curriculum, this requires the student to not be enrolled in the curriculum for one full academic year until the course that needs to be recycled is taught again. As described below, a recycling student is also required to audit courses as a component of the recycling process.

Recycling Requirements Document

Criteria that constitute successful recycling of academic and/or clinical education deficiencies will be specified in a "Recycling Requirements Document" that will be written by the program director. In addition to requiring that the student re-take and earn a passing grade in the course for which the student received a grade of "D" or "F", the recycling student will be required to audit the preceding year's MOT curriculum in total. The recycling student must meet the same academic/clinical requirements as any and all students enrolled in the required audited courses (regardless of whether they are auditing/recycling or not) as specified in course syllabi including, but not limited to, all assignments and examinations. A recycling student who fails to meet all requirements for a passing grade ("C" or higher) as specified by the course syllabus for any of the required recycled/audited courses will be subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the MOT Program" section below).

Other Considerations With Respect to Recycling

After successfully recycling, a student is subject to dismissal on grounds of academic deficiency if there are any instances of subsequent academic and/or clinical deficiency, including a cumulative GPA below 2.70 or receiving a course grade of "D" or "F" in any course (refer to "Dismissal from the MOT Program" section below).

It is the student's responsibility to obtain financial information and pay for additional expenses that will be incurred as a result of recycling.

Both the original and recycled course grades (but not grades in audited courses) are used to calculate cumulative GPA, and both course grades will appear on the student's transcript.

Student Misconduct

Student misconduct can lead to dismissal with no opportunity to remediate or recycle. For policies and procedures related to behavioral deficiencies and misconduct, refer to the *TTUHSC Student Handbook*, available at the following website: <https://www.ttuhschool.edu/student-affairs/handbook.aspx>

Dismissal from the MOT Program

A student enrolled in the MOT program is subject to dismissal for any of the following reasons:

1. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for two consecutive semesters.
2. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for any three semesters of the curriculum.
3. After receiving a course grade of "D" or "F" in one course, refusal to sign a "Recycling Requirements Document" or refusal to recycle/audit courses specified in "Recycling Requirements Document" (see section on "Recycling").
4. Failure to meet all requirements specified in the "Recycling Requirements Document."
5. Receiving a course grade of "D" or "F" in two or more courses or the same course twice.
6. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher in any subsequent semester after successfully recycling a course.
7. Failure of a Fieldwork course due to unsafe practices and/or unprofessional behavior as documented by the Fieldwork clinical instructor.
8. Based upon a complaint of misconduct as set forth in the *TTUHSC Student Handbook*.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. Refer to the School of Health Professions policy entitled "Academic Dismissal", available at the following website: <https://hscweb.ttuhschool.edu/health-professions/current/policies.aspx>

Doctor of Occupational Therapy (Entry-Level)

OTD Program

SHP General Information

Review information that pertains to all students within the School of Health Professions (SHP) that is located at the beginning of the SHP Student Handbook.

Department of Rehabilitation Sciences Policies, Procedures, and Student Responsibilities

Review information that pertains to all students within the Department of Rehabilitation Sciences (DRS) that is located in the Rehabilitation Section of the SHP Student Handbook.

This section of the Student Handbook describes academic policies and procedures that are specific to the entry-level track of the TTUHSC Doctor of Occupational Therapy (OTD) program. Student policies that are common to the School of Health Professions are provided at the following website address:

<https://hscweb.ttuhsu.edu/health-professions/current/policies.aspx>

Accreditation and Program Overview

The entry-level OTD degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE).

The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

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North Bethesda, MD 20852-4929
(301) 652-2682

www.acoteline.org

Vision, Mission, and Philosophy of the OTD Program

OTD Vision

To earn recognition for elevating the practice of occupational therapy by promoting our distinct value as clinicians and professionals.

OTD Mission

To provide students with a strong foundation in professionalism, critical reasoning, and practice skills to become competent occupational therapists who use meaningful occupations to help people improve their health and well-being.

Philosophy Statement

The value of a profession lies within its professional identity and its distinct contribution to society. A deep understanding of the profession's core subject is critical for the development of a strong professional identity and articulation of the profession's distinct value. The core subject of the occupational therapy profession is the dynamics of occupation. Dynamics of occupation is a construct that characterizes how occupation—engagement in meaningful, necessary, and familiar activities—affects a person's health and well-being. Dynamics are forces that influence growth, development, or change within a system or process. The dynamics of occupation can be understood as the forces related to occupational engagement that impact health and well-being.

Occupational therapists believe that being occupied in meaningful, necessary, and familiar activities is a source of health and well-being for human beings. These activities, or occupations, encompass areas that include: self-care, learning, work, play, leisure, social participation, and sleep/rest. Each person has a unique configuration of meaningful occupations that relate to their roles, habits, routines, contexts, and environments. Various life circumstances and health conditions can disrupt a person's ability to engage in valued occupations.

Occupational therapists use their understanding of the dynamics of occupation to provide occupational therapy interventions that help people do the day to day activities that are important and meaningful to them. Occupational therapists work collaboratively with individuals, families, caregivers, and other groups whose life patterns and abilities to engage in valued occupations have been altered for various reasons (e.g., cognitive or developmental problems, injury or illness, social or emotional deficits, aging process). Occupational therapist apply critical reasoning and practice skills as they evaluate, plan, facilitate, and reflect on client care. The distinct value of occupational therapy is to improve health and well-being through facilitating participation and engagement in occupations at home, school, workplace, community, and various other settings.

Occupational therapy education must provide opportunities for students to integrate a wide range of topics learned to the core subject—dynamics of occupation—so that students profoundly understand and clearly articulate the distinct value of occupational therapy. Developing a deep understanding of the dynamics of occupations requires that students:

- Learn what constitutes an occupation and how to analyze activity demands
- Learn how to assess a person's unique occupational profile
- Learn how to analyze occupational performance
- Learn how occupations can be disrupted, impoverished, or changed over time
- Learn how underlying neurological and physiological mechanisms that positively and negatively affect occupational engagement, performance, and participation
- Learn a therapeutic strategies, techniques, and activities to help people engage, perform, and participate in meaningful occupations
- Learn methods to evaluate changes in occupational participation, health, and well-being

Curriculum Design and Program Evaluation

Curriculum Design and Student Learning Outcomes

The curriculum design has four major content areas (i.e., curriculum threads) that are apparent throughout the curriculum. These curriculum threads inform the selection, scope, and sequence of content. The curriculum threads are: the dynamics of occupation, professionalism, critical reasoning, and practice skills.

Dynamics of Occupation

The core subject of the occupational therapy profession is the dynamics of occupation. Dynamics of occupation is a construct that characterizes how occupation—engagement in meaningful, necessary, and familiar activities—affects a person's health and well-being. Dynamics are forces that influence growth, development, or change within a system or process. The dynamics of occupation can be understood as the forces related to (or facilitating) occupational engagement that impact health and well-being.

Dynamics of occupation is a curriculum thread that is interwoven throughout each of the other three threads. A description of these threads with an overarching student learning outcome and associated objectives are specified below.

Professionalism

Professionalism is one of the curriculum threads that is integrated throughout the curriculum. Students learn key concepts related to being a professional who is prepared to be a self-directed life-long learner; to uphold ethical standards, values, and attitudes of the profession; to effectively communicate and work interprofessionally with others; and to demonstrate active involvement in professional development, leadership, and advocacy.

Professionalism Student Learning Outcome and Objectives

Students will exemplify the distinct value of occupational therapy through the provision of therapy services, interprofessional collaboration, scholarship, and organizational involvement.

- Students will possess an in-depth understanding of the distinct value of occupational therapy services.
- Students will participate in self-identified professional development activities.
- Students will use interpersonal skills for effective collaboration with other professionals.

Critical Reasoning

Critical reasoning is another curriculum thread that is integrated throughout the curriculum. Students learn key concepts related to being a critical thinker who demonstrates the ability to synthesize information necessary for the development and implementation of theory-driven, evidence-based occupational therapy interventions.

Critical Reasoning Student Learning Outcome and Objectives

Students will systematically analyze, synthesize, and use information to guide occupational therapy practice that enhances the health and well-being of people and communities.

- Students will systematically analyze and discern information to guide decision making in practice and scholarship.
- Students will skillfully integrate occupation-based theory with different models of practice to guide occupational therapy practice.

Practice Skills

Practice Skills is another curriculum thread that is integrated throughout the curriculum. Students learn key concepts related to being a competent practitioner who can apply evidence-based evaluations and interventions to address physical, cognitive, psychosocial, sensory aspects of performance in a variety of contexts and environments to support occupational engagement and participation.

Practice Skills Student Learning Outcome and Objectives

Students will demonstrate competency in knowledge and skills required for the practice of occupational therapy.

- Students will select and administer a range of assessments to evaluate factors that impact occupational performance and participation.
- Students will provide evidenced-based interventions that promote health and well-being through engagement in occupation (i.e., meaningful daily activities).

Strategic Initiatives

The OTD Program has established the following strategic initiatives for the entry-level OTD program:

- Promote innovative approaches in teaching and learning to prepare students with an in-depth understanding of the dynamics of occupation as well as the practice skills, critical thinking, and professionalism for competent occupational therapy practice.
- Recruit, develop, and retain outstanding faculty (including adjunct faculty) who uphold values and contribute to the delivery of curriculum, scholarship pursuits, and/or service opportunities.
- Participate in research and scholarship to advance knowledge related to occupational therapy education and practice.
- Provide quality healthcare, education, and service that contribute to the betterment of the community.

Measures

The following resources are used to measure the level of achievement for the program and student learning outcomes: 1) Graduation & Attrition Rates; 2) Fieldwork Performance Evaluation for the Occupational Therapy Student; 3) Occupational Therapy Knowledge Exam (provided by the National Board for Certification in Occupational Therapy) results; 4) National Board for Certification in Occupational Therapy (NBCOT) exam results; 5) Graduate surveys; 6) Student surveys; 7) Employer surveys; 8) Job Placement Rates; 9) Scholarly Activity; 10) Faculty developed rubrics and evaluative tools.

Technical Standards

The Occupational Therapy (OT) program at Texas Tech University Health Sciences Center (TTUHSC) is a rigorous and intense program that places specific professional, intellectual, physical and social requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals with physical and psychosocial impairments. The technical standards set forth by the occupational therapy program establish the essential qualities considered necessary for students admitted to this program to

achieve the knowledge, skill and behavioral competencies for entry-level practice. These standards are subject to amendment based on changes in health care and the scope of occupational therapy practice.

The ability to meet these technical standards is required for admission to the Occupational Therapy program and must be maintained throughout the time a student is enrolled in the program. Applicants to (or accepted applicants for) the Occupational Therapy program will be required to verify that they understand and meet these technical standards, or that they believe that with reasonable accommodations they can meet the technical standards.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for students with disabilities to enable them to perform successfully in our program. Any student with a disability who is accepted to the OT program must contact Student Disability Services (SDS) in the TTUHSC Office of Student Affairs as soon as possible. SDS Staff will determine whether the stated condition qualifies as a disability under applicable laws and work with the program faculty to determine reasonable accommodations.

There are two separate and distinct components in the curriculum for the occupational therapy program: 1) an academic/didactic component; and 2) a clinical/fieldwork component. Accommodations in place for the didactic component may not be the same accommodations available for the clinical component in the curriculum. The technical standards listed below are necessary functions and skills for the development of the knowledge, skills, and behaviors to provide safe and effective occupational therapy services.

1. Cognition:

a. Applicants and students must be able to skillfully conceptualize, apply, analyze, synthesize, and evaluate information from a broad range of sources. Use of these learning domains must produce effective critical thinking skills to be used during observations of patient behavior, task performance, and the environment. To produce the required didactic and clinical learning, students must have:

- Sufficient perception and attention (sustained, shifting, and divided) to perform components, such as: discernment and discrimination of relevant information (e.g., attention to safety concerns during laboratory and clinical/fieldwork experiences; sustained attention for actively learning during lecture and taking tests lasting up to 4 hours); accurate perception and interpretation of spatial relationships (e.g., surface anatomy; analysis of movement); and acquisition and use of knowledge within rigorous time constraints (e.g., assignment due dates, semester schedules, allotted treatment time).
- Sufficient memory skills (immediate, short term/working, and long term) to perform components such as the transfer of immediate memories (from sensations) to short term memories, which are then developed into long term memories through various learning strategies. All forms of memory should be accessible/retrievable for use in working memory as evidenced by effective didactic and safe and effective clinical experiences (e.g., assignment completion; examination preparation; occupational therapy evaluation; treatment planning; reassessment; outcomes review).
- Sufficient higher-level cognitive skills to perform components, such as: concept formation (e.g. development of theoretical concepts in occupational therapy); cognitive flexibility (e.g. understanding of various contexts and patient situations); problem solving and decision making (e.g., searching and evaluating published literature; selection of appropriate assessments and treatment strategies); and accurate self-assessment of clinical/fieldwork skills, professionalism, and academic performance (e.g. monitor one's own actions; learn from peer, instructor, client and environmental feedback).

2. Communication:

a. Applicants and students must be able to effectively communicate with a broad range of individuals, such as: peers, faculty, patients, caregivers, family members, other professionals, supervisors, and payers. Such communication requires that students can effectively engage in receptive and expressive forms of communication (e.g., written, spoken, non-verbal). Students must have:

- Sufficient proficiency with the English language to perform components, such as: acquisition of information and knowledge through written and spoken language (e.g., classroom instruction, textbooks, journal articles, websites, videos); production of written assignments with accurate spelling, grammar, and writing mechanics (e.g., essays, documentation); completion of examinations that require reading and comprehension; and professional presentation of information (e.g., class presentations; interdisciplinary team discussions; patient status reports).
- Sufficient proficiency with use of technology to perform components, such as: utilization of computer resources for didactic, laboratory, and clinical/fieldwork courses (e.g., internet, email, electronic health records, and computer software for word processing, spreadsheet, and presentation); accessing content using a variety of electronic media (e.g., videos, pdf, forums, electronic library databases); and utilization of technology resources used for standardized testing (e.g., electronic modalities).

3. Motor Skills:

a. Applicants and students must be physically capable to perform a range of motor skills. Such motor skills require functional movement to effectively performance various physical components of patient assessment and intervention. Students must have:

- Sufficient muscular and cardiovascular endurance to perform components such as: positioning and stabilization of patient; and sustaining physical activity levels necessary to meet academic and clinical/fieldwork productivity (e.g., classroom and clinical/fieldwork activities)
- Sufficient fine motor coordination, range of motion, and strength to safely perform components, such as: grasp and manipulation of therapy supplies, tools, and equipment (e.g., cut and form materials to fabricate splints and assistive devices; positioning of supplies or equipment in accordance with standardized testing procedures); demonstration of dexterous movements for various activities of daily living (e.g., write, button, open containers); and application and calibration of pressure to soft tissue (e.g., massage, facilitation, inhibition, and handling techniques).
- Sufficient gross motor coordination, range of motion, and strength to safely perform components, such as: stabilization, positioning, and moving of patient (or patient's body parts); maneuvering patient in wheelchair; application of physical resistance to assess muscle strength and tone; and accommodation and/or demonstration of desired positioning or movement patterns for patient (e.g., crouch, kneel, squat, bend, reach, sit).

4. Observation

a. Applicants and students must be able to effectively observe behavior, task performance, and the environment. Such observation requires the functional use of their senses. Students must have:

- Sufficient vision acuity and perception to perform components such as: visual observation of educators and/or peers demonstrating techniques, procedures, and equipment use; seeing and reading text and images (e.g., equipment gauges/dials, medical records); observation of patient behaviors, skills, and impairments; visual inspection of signs of distress, trauma, or impairment; visual monitoring of tools and equipment for safe, effective operation; and identification of environmental barriers and supports.
- Sufficient auditory function to perform components, such as: hearing patient's verbalizations and utterances; monitoring of tools and equipment for safe, effective operation; and accurately hearing sounds from the pulmonary, cardiovascular, gastrointestinal, and musculoskeletal systems.
- Sufficient tactile sensation to perform components, such as: accurate discernment, palpation, and mobilization of muscles, bones, joints, and other subcutaneous structures; monitoring of temperature or tension through touch; and manipulation of supplies, tools, and equipment.

5. Social Behavioral Skills:

a. Applicants and students must be able to establish and regulate behaviors to meet performance demands of occupational therapy practice. Such social behavioral skills require motivation, self-awareness, emotional regulation, and interpersonal skills. Students must have:

- Sufficient motivation to achieve academic or clinical/fieldwork performance expectations that includes components, such as: self-direction and autonomy (e.g., utilize organization and time management skills; utilize resources for self-directed learning; access transportation to attend academic courses and clinical/fieldwork placements); compliance with academic and professional standards of conduct (adhere to safety guidelines and procedures; conduct oneself in an ethical and legal manner); and portrayal of honesty, integrity and professionalism in all circumstances.
- Sufficient interpersonal skills to perform components, such as: respect for individual, social and cultural diversity; building and maintaining healthy relationships with a broad range of individuals (e.g., peers, faculty, patients, caregivers, family members, other professionals, and supervisors); facilitation of therapeutic interaction (e.g., attending, clarifying, coaching, facilitating, and touching as part of therapeutic process); professional interactions (e.g., provide constructive feedback; timely and appropriate response to feedback);
- Sufficient awareness of emotional and behavioral states to perform components, such as: self-reflection, self-appraisal, and adjustment of actions when necessary (e.g., align behaviors to meet performance expectations; self-identify areas for improvement); and regulation of emotional and behavioral responses (e.g., manage uncertainty in academic and clinical/fieldwork situations; adapt thinking and behavior to changing situations).

6. Participation:

a. Applicants and students must be able to participate in various experiential learning opportunities to develop the knowledge, skills, and behaviors for occupational therapy practice. Such experiential learning occurs in the classroom, laboratories, and clinical/fieldwork experiences. Students must be able to:

- Complete the interprofessional core curriculum that involves completion of online modules as well as face to face interactions that involve teaching, learning, and collaborating with students from various professions.
- Complete a gross anatomy course, which includes extensive hands-on dissection of human cadavers.
- Participate in classroom and laboratory activities in a co-educational environment where students are required to practice observation and intervention skills on individuals of all body types and genders. Students are often required to dress in shorts and t-shirts/sports bras to allow appropriate visualization or palpation when engaged in simulation of patient assessment and intervention.
- Participate in small group activities and projects that require students to coordinate schedules and work collaboratively to meet assignment expectations and deadlines.

Professional Expectations and Opportunities

Certification and Licensure Requirements

Successful completion of the program leads to a Doctor of Occupational Therapy (OTD) degree. Once the program is fully accredited, graduates of the program will be eligible to sit for the National Certification Examination for the Occupational Therapist administered by the NBCOT. After successful completion of this exam, the individual will have an Occupational Therapist, Registered (OTR). In addition, all states require occupational therapists to have state licensure in order to practice. Licensure requirements vary by state according to practice act and state regulations that govern the practice of occupational therapy; however, state licensure is usually based on the results of the NBCOT certification exam. A criminal conviction (e.g., felony or misdemeanor) may affect a graduate's eligibility to take the NBCOT certification examination or attain state licensure.

Occupational Therapy Code of Ethics

Preamble

The 2015 Occupational Therapy Code of Ethics (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and wellbeing for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations.

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

The entire AOTA Code of Ethics may be found on the AOTA website: <https://www.aota.org/Practice/Ethics/code-of-ethics.aspx>

Professional Societies and Student Membership

Students are encouraged to join the American Occupational Therapy Association and the Texas Occupational Therapy Association. Membership is part of the socialization into the profession.

Students who are members of these professional associations receive access to the member section of the association web site, online newsletters, discounted conference fees and access to resources that facilitate their understanding of the profession. Students who are members of AOTA can obtain a discount on books published by AOTA.

Student Occupational Therapy Association

The Student Occupational Therapy Association (SOTA) is a student led, service-oriented organization that strives to promote occupational therapy as a growing evidence based profession. SOTA offers opportunities for community service, social events, leadership, and professional development. A faculty member serves as a sponsor (advisor). All OTD students are encouraged to join SOTA. The TTUHSC SOTA is noted for its creativity, resourcefulness, and quality of activities. The SOTA must also abide by the registration of student organizations policies listed in the TTUHSC Student Handbook. Students are responsible for any and all fees and costs associated with membership, and participation is voluntary. Detailed information about the organization is available on the SOTA webpage: <https://www.tthusc.edu/health-professions/student-occupational-therapy-association/default.aspx>

Pi Theta Epsilon

Pi Theta Epsilon is the honor society for occupational therapy. The purpose of the organization is to support the development of occupational sciences and the practice of authentic occupational therapy by promoting research and other scholarly activities by its members. Our chapter, Alpha Epsilon, is part of the national Pi Theta Epsilon honor society system recognized by the American Occupational Therapy Foundation.

Membership is limited to not more than 35% of the current class and students with a 3.5 cumulative grade point average while enrolled in the OTD program. Pi Theta Epsilon must also abide by the registration of student organizations policies listed in the TTUHSC Student Handbook.

Professional Development / Academic Advising

Professional development, including academic advising, is an important part of each student's experience throughout the TTUHSC OTD Program, beginning at orientation. The Professional Development Portfolio is designed to encourage exposure to various professional development opportunities including: knowledge, interpersonal skills, ethical reasoning, critical reasoning, performance skills, and professional responsibility. As a part of the professional development program, each student is paired with an OTD faculty academic advisor when they begin the program. Once the student is assigned a faculty capstone mentor, the faculty capstone mentor will also serve as the student's faculty academic advisor for the remainder of the program. Each student meets with his or her faculty advisor periodically, at the initiation of the student, faculty advisor or Program Director. The focus of these meetings is to guide students as they develop both academically and professionally. Each Fall semester, the student meets with his or her faculty advisor and completes the "Generic Abilities Advising" form, a standardized advising tool used to encourage selfassessment for the student. This tool creates a framework for students and advisors to discuss the student's progression through the OTD program as well to foster development of professional behaviors.

A student who receives a MidTerm Academic Warning Letter or an Academic Probation Letter is to meet with the Program Director and/or his or her faculty advisor. Additional meetings occur during other times of the year at the initiation of the student, faculty advisor or Program Director.

Dress Code

Members of the faculty and staff have the authority and responsibility to maintain reasonable standards of student dress and grooming within their respective classrooms, laboratories, offices, and other areas of public presentations. The dress code reflects professional integrity and the special needs of individual classes. Professional dress is expected of students at all times. At the discretion of the faculty, more casual attire may be worn to lecture and laboratory classes as warranted. See the course syllabus for more specific details.

Since TTUHSC is a public institution in which patients and visitors are present, standards of dress should reflect good judgment. Attention to safety standards and professionalism is important.

Casual attire is not appropriate for educational activities that occur off-campus. For clinical observations and internships, information regarding specific dress codes of the clinical sites will be provided by the clinical coordinator.

Fieldwork and Doctoral Capstone Education

Fieldwork Education

Fieldwork education is an integral aspect of our program. Level I Fieldwork experiences are scheduled throughout the professional program and allow students to reinforce and test the knowledge and attitudes presented in the classroom. Students will be involved in Level I Fieldwork experiences that are a part of specific courses during the first and second year in the program. Students must successfully complete Level I Fieldwork experiences to earn a passing grade in the associated course.

Level II Fieldwork courses are completed following successful completion of the first two years of the program. Students complete 24 weeks of fulltime Level II Fieldwork during the third year of the program. No part of Fieldwork Level I may be substituted for any part of Fieldwork Level II. Students must complete all Level II Fieldwork within 12 months following the completion of the didactic portion of the curriculum. Level II Fieldwork courses are typically full time and will often require the student to relocate outside the immediate geographic area. Available assignments are determined by contractual arrangements between the department and facility.

Fieldwork education consists of the following experiences designed to prepare and expose the student to a variety of applied settings in occupational therapy:

- Level I fieldwork emphasizing pediatric populations is imbedded in HPOT 6240 Intervention: Developmental and Learning Models II with faculty-led experiences in the summer semester of the second year.
- Level I fieldwork emphasizing behavioral health/psychosocial interventions is imbedded in HPOT 6341 Intervention: Cognitive and Behavioral Models with faculty-led experiences in the summer semester of the second year.
- Level I fieldwork emphasizing adult physical dysfunction is imbedded in several courses (e.g., HPOT 6231 Professional Seminar I in Spring 1; HPOT 6261 Professional Seminar III in Spring 2) with progressive competencies using simulated environments, standardized patients, and faculty-led experiences.
- Fieldwork II:1 is a 12-week, fulltime experience that typically begins in May of the student's third year.
- Fieldwork II:2 is a 12-week, fulltime experience that typically begins in August of the student's third year.

Fieldwork Selection and Approval

Facilities that have occupational therapy clinical education agreements with TTUHSC may be used for Fieldwork sites. The program has opportunities locally, across the state, and other states across the US. The Academic Fieldwork Coordinator provides detailed information for selection procedures. The student may provide preferences for certain setting types and for the location of Fieldwork I placements; however, the student's selection of a Fieldwork site must be approved by the Academic Fieldwork Coordinator and/or the Program Director prior to the student enrolling in the applicable Fieldwork courses. The Academic Fieldwork Coordinator reserves the right not to approve a student's selection of any clinical education site. The Academic Fieldwork Coordinator may consult with OT faculty and the Program Director in order to determine a Fieldwork placement for any student. Considerations in this recommendation include student's academic performance, completion of program requirements, demonstration of adequate professionalism and behaviors indicative of the ability to be effective and productive during clinical training, including problem solving ability and critical thinking. As such, the Academic Fieldwork Coordinator further reserves the right to place the student at any clinical site determined necessary for successful completion of a student Fieldwork course, or to not allow a student to enroll in a Fieldwork course, for the following reasons:

1. The student is on Academic Probation.
2. The student has previously displayed behavior resulting in counseling using the Generic Abilities.

Doctoral Capstone

An integral part of the program curriculum, the Doctoral Capstone (DC) provides an in-depth exposure to one or more of the following areas: administration/leadership, program development, education, clinical practice skills, research skills, advocacy, and theory development. It consists of an individual capstone experience and capstone project. Three capstone courses (HPOT 6250 Capstone 1: Project Development in Fall 2; HPOT 6260 Capstone 2: Project Proposal in Spring 2; and HPOT 6180 Capstone 3: Project Coordination) facilitate the student's progress in required preparatory activities to the capstone experience and project which occur in HPOT 6990 Capstone 4: Project Implementation and Evaluation in Spring 3.

The full-time, 14-week DC experience, beginning in January of Year 3, must be completed after completion of all coursework, Level II fieldworks, and required preparatory activities which occur during the first three capstone courses. Students must complete final Doctoral Capstone course within 6 months following the completion of Level II fieldworks. Requirements for clinical experiences, professional behaviors, and associated costs outlined under the Fieldwork section also apply to the DC experience (e.g., immunizations, drug screen, background check). Students must be approved for the DC experience placement by the Doctoral Capstone Coordinator (DCC), faculty mentor, and program director. The DCC assigns the student to a DC experience site in consideration of the student's DC proposal, available opportunities, and any student preferences. The DCC reserves the right to place the student at any site determined necessary for successful completion of the DC, or to not allow a student to enroll in Capstone 4 due to: (1) the student being on academic probation or (2) the student having previously displayed behavior resulting in counseling using the Generic Abilities. All DC experiences occur local to Lubbock. All DC experience sites have an affiliation agreement with TTUHSC and an individual learning agreement between the site, student, faculty mentor, and DCC.

The DC project is finalized immediately following the DC experience and is disseminated at the OTD Scholarship Symposium at the end of Spring 3.

Student Responsibilities for Fieldwork and Doctoral Capstone Education

The student must meet the expectations identified in the Course Catalog, Student Handbook, course syllabi, Fieldwork Education Manual, and/or the Doctoral Capstone Manual in order to successfully complete the fieldwork and doctoral capstone education requirements.

Students pay regular tuition and fees for enrollment in Fieldwork and Doctoral Capstone Education courses. Additionally, students are responsible for all costs associated with these courses including transportation, housing, meals, uniforms, criminal background checks, drug screens and other incidental expenses. Students must pass a Criminal Background Check, maintain immunizations, and complete annual tuberculosis testing in order to participate in Fieldwork and Doctoral Capstone Education experiences. Students may also be required to pass a drug screen (requirements may vary for each fieldwork site). The student is responsible for fees related to a Criminal Background Check, drug screening and immunizations.

Students on Fieldwork and Doctoral Capstone placements are expected to follow safety procedures of the site, plus any other requirements deemed important by the Academic Fieldwork Coordinator, Fieldwork Educator, Doctoral Capstone Coordinator, and/or Capstone Site Supervisor for a specific site. Behaviors observed during the professional curriculum are taken to be a measure of a student's readiness for Fieldwork and Doctoral Capstone Education.

Grading for Fieldwork and Doctoral Capstone Education Courses

The grading of Fieldwork I experiences is associated within designated courses. Students must successfully complete Level I Fieldwork experiences to earn a passing grade in the associated course. The grading of Capstone 1 – 3 courses follows standard grading practices within the OTD curriculum. Refer to the "Academic Probation", "Recycling," and Academic Dismissal" sections for additional information.

All Fieldwork II courses and the Doctoral Capstone 4 course are graded on a pass/fail basis (i.e., course grade of "P" or "F"). The syllabus for each course specifies criteria that constitute a passing or failing course grade. The course coordinator assigns each student's course grade based on evaluative feedback from the Fieldwork Educator or Doctoral Capstone Site Supervisor in consideration of requirements specified in the course syllabus.

Fieldwork II or Doctoral Capstone 4 Courses: Course Grade of "F" Results in Recycling or Dismissal

A student may receive a course grade of "F" (Fail) for a Fieldwork II or Doctoral Capstone 4 course for any of the following reasons:

1. Failure to maintain and present all of the appropriate documentation to the site as required by that facility. The documentation required varies from facility to facility, but typically includes:
 - Evidence of current immunizations for Hepatitis B, Tdap (Tetanus, Diphtheria, Pertussis), and MMR (Measles, Mumps, Rubella/Rubeola).
 - TB (tuberculosis) test results
 - Personal medical/health insurance
 - Current CPR (cardiopulmonary resuscitation) certification.
2. Failure to meet all requirements set forth by a site for students receiving Fieldwork or Doctoral Capstone education at their site (e.g., failure of a facility required drug test, failure to adhere to dress code, etc.)
3. Failure to complete course objectives as specified in the course syllabus.
4. Unsafe or unprofessional behavior at a site.

Failure of Fieldwork II or Doctoral Capstone 4 Course and Recycle

A student who receives a course grade of "F" in a Fieldwork II or Doctoral Capstone 4 course is required to recycle the course if they are academically eligible to do so (i.e., no previous recycling of a course, no more than one previous academic probation, and otherwise in good academic standing), provided the reasons are not due to unsafe or unprofessional behaviors, in which case the student is subject to dismissal from the program. Criteria that constitute successful recycling of a Fieldwork II or Doctoral Capstone 4 course will be specified in a "Recycling Requirements Document" that will be written by the Program Director with input from the Academic Fieldwork Coordinator or Doctoral Capstone Coordinator. Refer to the "Recycling" section for additional information about the recycling process.

Failure of Fieldwork II or Doctoral Capstone 4 Course and Dismissal

If a student's failure (course grade of "F") of a Fieldwork II or Doctoral Capstone 4 course is due to unsafe or unprofessional behaviors, the Program Director, Academic Fieldwork Coordinator, and/or Doctoral Capstone Coordinator reserve the right to deny the student a recycling opportunity. In such situations, the student is subject to dismissal on grounds of academic deficiency. Refer to "Dismissal from the OTD Program" section for additional information about the dismissal process.

A student who receives a course grade of "F" in a Fieldwork II or Doctoral Capstone 4 course is subject to dismissal if the student has been on academic probation twice or if the student has previously recycled a course in the OTD curriculum. A student who is in the process of grieving dismissal from the OTD program is not allowed to participate in a fieldwork or capstone course. Refer to "Dismissal from the OTD Program" section for additional information about the dismissal process.

Consensual Relationships

Consensual relationships between a student and supervisor, patient or other persons at clinical experience sites constitutes (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety; and (5) questions the validity of consent, any of which impairs the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical experience; (2) exploiting subordinate faculty, staff, employees, or students and the possible professional or academic disadvantage of third parties; and (3) subjecting both TTUHSC, the clinical sites and the individuals to the risk of liability.

Therefore, the OTD program strictly prohibits any type of such relationship as described above, whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should such relationship develop, faculty, staff, fieldwork educators and OTD students who become aware of the relationship have the obligation to disclose the existence of the relationship to the Program Director.

Adapted from TTUHSC OP 70.55 Consensual Relationships Faculty, Staff, and Residents.

Academic and Conduct Policies

Academic Probation

A student will be placed on Academic Probation for failure to maintain a cumulative grade point average (GPA) of 2.70 or higher. Cumulative GPA is calculated at the end of each semester. For a student to return to good academic standing and be removed from Academic Probation in this situation, the student must raise his or her cumulative GPA to 2.70 or higher by the end of the following semester. A student whose cumulative GPA is less than 2.70 in consecutive semesters (i.e., fails to come off Academic Probation) is subject to dismissal (refer to "Dismissal from the OTD Program" section below).

A student who has been on Academic Probation twice and subsequently meets any of the criteria for Academic Probation a third time is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the OTD Program" section below).

Recycling

Recycling in the OTD program is the retaking of an entire course in which the student received a course grade of "D" or "F". A student enrolled in the OTD program is allowed to recycle only one course, and that course can only be recycled one time. For a course to be successfully recycled, a passing course grade of "C" or better standard grading courses and a course grade of "P" (Pass) for pass/fail graded courses must be obtained the next time the course is offered in the student's curriculum. The OTD curriculum is designed for course work to be taken in sequence. Therefore, a student is not permitted to advance academically in the OTD curriculum until the student has successfully recycled the course in which he or she was found to be academically and/or clinically deficient. As described below, a recycling student is also required to audit courses (as applicable) as a component of the recycling process as specified in the Recycling Requirements Document.

Recycling Requirements Document

Criteria that constitute successful recycling of academic, fieldwork, and/or doctoral capstone education deficiencies will be specified in a "Recycling Requirements Document" that will be written by the Program Director. Recycling students must: 1) retake and earn a passing grade in the course for which the student received a grade of "D" or "F"; 2) earn a cumulative GPA of 2.70 or higher by the completion of the recycle period specified in their "Recycling Requirements Document"; and 3) audit the preceding year's OTD curriculum in total if the recycled course is within the first two years of the curriculum. Courses taken in the third year of the curriculum (i.e., Fieldwork II, Doctoral Capstone 3, Doctoral Capstone 4, and Professional Seminar IV courses) may be recycled in the subsequent semester pending the availability of an appropriate fieldwork or doctoral capstone site. The recycling student must meet the same academic/clinical requirements as any and all students enrolled in the required audited courses (regardless of whether they are auditing/recycling or not) as specified in course syllabi including, but not limited to, all assignments and examinations. A recycling student who fails to meet all requirements for a passing grade ("C" or higher) as specified by the course syllabus and manual for any of the required recycled/audited courses will be subject to dismissal on grounds of academic deficiency. Refer to "Dismissal from the OTD Program" section below.

Other Considerations With Respect to Recycling

A student who refuses to recycle a course in which he or she received a grade of "D" or "F" will be subject to dismissal on grounds of academic deficiency. Refer to "Dismissal from the OTD Program" section below.

After successfully recycling, a student is subject to dismissal on grounds of academic deficiency if there are any instances of subsequent academic and/or clinical deficiency, including a cumulative GPA below 2.70 or receiving a course grade of "D" or "F" in any course. Refer to "Dismissal from the OTD Program" section below.

It is the student's responsibility to obtain financial information and pay for additional expenses that will be incurred as a result of recycling.

Both the original and recycled course grades (but not grades in audited courses) are used to calculate cumulative GPA, and both course grades will appear on the student's transcript.

Student Misconduct

Student misconduct can lead to dismissal with no opportunity to remediate or recycle. For policies and procedures related to behavioral deficiencies and misconduct, refer to the TTUHSC Student Handbook: Code of Professional Conduct, available at the following website: <https://www.ttuhsu.edu/student-affairs/handbook.aspx>

Dismissal from the OTD Program

A student enrolled in the OTD program is subject to dismissal for any of the following reasons:

1. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for two consecutive semesters.
2. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for any three semesters of the curriculum.
3. After receiving a course grade of "D" or "F" in one course, refusal to sign a "Recycling Requirements Document" or refusal to recycle/audit courses specified in "Recycling Requirements Document" (see section on "Recycling").
4. Failure to meet all requirements specified in the "Recycling Requirements Document."
5. Receiving a course grade of "D" or "F" in two or more courses or the same course twice.
6. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher in any subsequent semester after successfully recycling a course.
7. Failure of a Fieldwork course due to unsafe practices and/or unprofessional behavior as documented by the Fieldwork clinical instructor.
8. Based upon a complaint of misconduct as set forth in the TTUHSC Student Handbook.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. Refer to the School of Health Professions policy entitled "Academic Dismissal", available at the following website:

<https://hscweb.ttuhsu.edu/health-professions/current/policies.aspx>

Doctor of Occupational Therapy (Post-Professional)

OTDP Program

SHP General Information

Review information that pertains to all students within the School of Health Professions (SHP) that is located at the beginning of the SHP Student Handbook.

Department of Rehabilitation Sciences Policies, Procedures, and Student Responsibilities

Review information that pertains to all students within the Department of Rehabilitation Sciences (DRS) that is located in the Rehabilitation Section of the SHP Student Handbook.

This section of the Student Handbook describes academic policies and procedures that are specific to the Post-professional track of the TTUHSC Doctor of Occupational Therapy (OTD) program. Student policies that are common to the School of Health Professions are provided at the following website address:

<https://hsoweb.ttuhs.edu/health-professions/current/policies.aspx>

Accreditation and Program Overview

Accreditation

The Accreditation Council for Occupational Therapy Education (ACOTE) does not require accreditation for the Post-professional OTD. Program accreditation occurs in conjunction with the accreditation of Texas Tech University Health Sciences Center by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, doctoral, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of the Texas Tech University Health Sciences Center.

Vision, Mission, and Philosophy of the OTD Program

OTD Vision

To earn recognition for elevating the practice of occupational therapy by promoting our distinct value as clinicians and professionals.

OTD Mission

To provide students with a strong foundation in professionalism, critical reasoning, and practice skills to become competent occupational therapists who use meaningful occupations to help people improve their health and well-being.

Philosophy Statement

The value of a profession lies within its professional identity and its distinct contribution to society. A deep understanding of the profession's core subject is critical for the development of a strong professional identity and articulation of the profession's distinct value. The core subject of the occupational therapy profession is the dynamics of occupation. Dynamics of occupation is a construct that characterizes how occupation—engagement in meaningful, necessary, and familiar activities—affects a person's health and well-being. Dynamics are forces that influence growth, development, or change within a system or process. The dynamics of occupation can be understood as the forces related to occupational engagement that impact health and well-being.

Occupational therapists believe that being occupied in meaningful, necessary, and familiar activities is a source of health and well-being for human beings. These activities, or occupations, encompass areas that include: self-care, learning, work, play, leisure, social participation, and sleep/rest. Each person has a unique configuration of meaningful occupations that relate to their roles, habits, routines, contexts, and environments. Various life circumstances and health conditions can disrupt a person's ability to engage in valued occupations.

Occupational therapists use their understanding of the dynamics of occupation to provide occupational therapy interventions that help people do the day to day activities that are important and meaningful to them. Occupational therapists work collaboratively with individuals, families, caregivers, and other groups whose life patterns and abilities to engage in valued occupations have been altered for various reasons (e.g., cognitive or developmental problems, injury or illness, social or emotional deficits, aging process). Occupational therapist apply critical reasoning and practice skills as they evaluate, plan, facilitate, and reflect on client care. The distinct value of occupational therapy is to improve health and well-being through facilitating participation and engagement in occupations at home, school, workplace, community, and various other settings.

Occupational therapy education must provide opportunities for students to integrate a wide range of topics learned to the core subject—dynamics of occupation—so that students profoundly understand and clearly articulate the distinct value of occupational therapy. Developing a deep understanding of the dynamics of occupations requires that students:

- Learn what constitutes an occupation and how to analyze activity demands
- Learn how to assess a person's unique occupational profile
- Learn how to analyze occupational performance
- Learn how occupations can be disrupted, impoverished, or changed over time
- Learn how underlying neurological and physiological mechanisms that positively and negatively affect occupational engagement, performance, and participation
- Learn therapeutic strategies, techniques, and activities to help people engage, perform, and participate in meaningful occupations
- Learn methods to evaluate changes in occupational participation, health, and well-being

Curriculum Design and Program Evaluation

The curriculum design for the Post-professional Track of the OTD has four major content areas (i.e., curriculum threads) that are apparent throughout the curriculum. These curriculum threads inform the selection, scope, and sequence of content. The curriculum threads are: the dynamics of occupation, professionalism, critical reasoning, and practice skills.

Dynamics of Occupation

The core subject of the occupational therapy profession is the dynamics of occupation. Dynamics of occupation is a construct that characterizes how occupation—engagement in meaningful, necessary, and familiar activities—affects a person's health and well-being. Dynamics are forces that influence growth, development, or change within a system or process. The dynamics of occupation can be understood as the forces related to (or facilitating) occupational engagement that impact health and well-being.

Dynamics of occupation is a curriculum thread that is interwoven throughout each of the other three threads. A description of these threads with an overarching student learning outcome and associated objectives are specified below.

Professionalism

Professionalism is one of the curriculum threads that is integrated throughout the curriculum. Students learn key concepts related to being a professional who is prepared to be a self-directed life-long learner; to uphold ethical standards, values, and attitudes of the profession; to effectively communicate and work interprofessionally with others; and to demonstrate active involvement in professional development, leadership, and advocacy.

Professionalism Student Learning Outcome and Objectives

Students will exemplify the distinct value of occupational therapy through the provision of therapy services, interprofessional collaboration, scholarship, and organizational involvement.

- Students will possess an in-depth understanding of the distinct value of occupational therapy services.
- Students will participate in self-identified professional development activities.

Critical Reasoning

Critical reasoning is another curriculum thread that is integrated throughout the curriculum. Students learn key concepts related to being a critical thinker who demonstrates the ability to synthesize information necessary for the development and implementation of theory-driven, evidence-based occupational therapy interventions.

Critical Reasoning Student Learning Outcome and Objectives

Students will systematically analyze, synthesize, and use information to guide occupational therapy practice that enhances the health and well-being of people and communities.

- Students will systematically analyze and discern information to guide decision making in practice and scholarship.
- Students will skillfully utilize different models of practice to guide occupational therapy practice.

Practice Skills

Practice Skills is another curriculum thread that is integrated throughout the curriculum. Students learn key concepts related to being a competent practitioner who can apply evidence-based evaluations and interventions to address physical, cognitive, psychosocial, sensory aspects of performance in a variety of contexts and environments to support occupational engagement and participation.

Practice Skills Student Learning Outcome and Objectives

Students will demonstrate competency in knowledge and skills required for the practice of occupational therapy.

- Students will select and administer a range of assessments to evaluate factors that impact occupational performance and participation.
- Students will provide evidenced-based interventions that promote health and well-being through engagement in occupation (i.e., meaningful daily activities).
- Students will possess advanced skills beyond the generalist level in one of the following areas of concentration: clinical practice skills; research skills; leadership; program and policy development; advocacy; or education.

Technical Standards

The occupational therapy program at Texas Tech University Health Sciences Center (TTUHSC) is a rigorous and intense program that places specific professional, intellectual, physical and social requirements and demands on the students enrolled in the program. The essential functions set forth by the occupational therapy program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skill and behavioral competencies for practice. These standards are subject to amendment based on changes in health care and the scope of occupational therapy practice.

Ability to meet these essential functions is required for admission to the occupational therapy program and must be maintained throughout the time a student is enrolled in the program. Applicants to (or accepted applicants for) the occupational therapy program will be required to verify that they understand and meet these essential functions, or that they believe that with reasonable accommodations they can meet the essential functions.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for students with disabilities to enable them to perform successfully in our program. Any student with a disability who is accepted to the occupational therapy program must contact the 504 coordinator in the TTUHSC Office of Student Services as soon as possible. The coordinator will evaluate the student, confirm that the stated condition qualifies as a disability under applicable laws and work with the program to determine reasonable accommodations.

The essential functions listed below are necessary functions and skills for the development of the knowledge, skills, and behaviors to provide safe and effective occupational therapy services.

1. Cognition:

- a. Applicants and students must be able to skillfully conceptualize, apply, analyze, synthesize, and evaluate information from a broad range of sources. Use of these learning domains must produce effective critical thinking skills to be used during observations of patient behavior, task performance, and the environment. To produce the required didactic and clinical learning, students must have:
 - Sufficient perception and attention (sustained, shifting, and divided) to perform components, such as: discernment and discrimination of relevant information (e.g., attention to safety concerns during laboratory and clinical/fieldwork experiences; sustained attention for actively learning during lecture and taking tests lasting up to 4 hours); accurate perception and interpretation of spatial relationships (e.g., surface anatomy; analysis of movement); and acquisition and use of knowledge within rigorous time constraints (e.g., assignment due dates, semester schedules, allotted treatment time).
 - Sufficient memory skills (immediate, short term/working, and long term) to perform components such as the transfer of immediate memories (from sensations) to short term memories, which are then developed into long term memories through various learning strategies. All forms of memory should be accessible/retrievable for use in working memory as evidenced by effective didactic and safe and effective clinical experiences (e.g., assignment completion; examination preparation; occupational therapy evaluation; treatment planning; reassessment; outcomes review).
 - Sufficient higher-level cognitive skills to perform components, such as: concept formation (e.g. development of theoretical concepts in occupational therapy); cognitive flexibility (e.g. understanding of various contexts and patient situations); problem solving and decision making (e.g., searching and evaluating published literature; selection of appropriate assessments and treatment strategies); and accurate self-assessment of clinical/fieldwork skills, professionalism, and academic performance (e.g. monitor one's own actions; learn from peer, instructor, client and environmental feedback).

2. Communication:

- a. Applicants and students must be able to effectively communicate with a broad range of individuals, such as: peers, faculty, patients, caregivers, family members, other professionals, supervisors, and payers. Such communication requires that students can effectively engage in receptive and expressive forms of communication (e.g., written, spoken, non-verbal). Students must have:
- Sufficient proficiency with the English language to perform components, such as: acquisition of information and knowledge through written and spoken language (e.g., classroom instruction, textbooks, journal articles, websites, videos); production of written assignments with accurate spelling, grammar, and writing mechanics (e.g., essays, documentation); completion of examinations that require reading and comprehension, and professional presentation of information (e.g., class presentations; interdisciplinary team discussions; patient status reports).
 - Sufficient proficiency with use of technology to perform components, such as: utilization of computer resources for didactic, laboratory, and clinical/fieldwork courses (e.g., internet, email, electronic health records, and computer software for word processing, spreadsheet, and presentation); accessing content using a variety of electronic media (e.g., videos, pdf, forums, electronic library databases); and utilization of technology resources used for standardized testing (e.g., electronic modalities).
3. Observation
- a. Applicants and students must be able to effectively observe behavior, task performance, and the environment. Such observation requires the functional use of their senses. Students must have:
- Sufficient vision acuity and perception to perform components such as: visual observation of educators and/or peers demonstrating techniques, procedures, and equipment use; seeing and reading text and images (e.g., equipment gauges/dials, medical records); observation of patient behaviors, skills, and impairments; visual inspection of signs of distress, trauma, or impairment; visual monitoring of tools and equipment for safe, effective operation; and identification of environmental barriers and supports.
 - Sufficient auditory function to perform components, such as: hearing patient's verbalizations and utterances; monitoring of tools and equipment for safe, effective operation; and accurately hearing sounds from the pulmonary, cardiovascular, gastrointestinal, and musculoskeletal systems.
 - Sufficient tactile sensation to perform components, such as: accurate discernment, palpation, and mobilization of muscles, bones, joints, and other subcutaneous structures; monitoring of temperature or tension through touch; and manipulation of supplies, tools, and equipment.
4. Social Behavioral Skills:
- a. Applicants and students must be able to establish and regulate behaviors to meet performance demands of occupational therapy practice. Such social behavioral skills require motivation, self-awareness, emotional regulation, and interpersonal skills. Students must have:
- Sufficient motivation to achieve academic or clinical/fieldwork performance expectations that includes components, such as: self-direction and autonomy (e.g., utilize organization and time management skills; utilize resources for self-directed learning; access transportation to attend academic courses and clinical/fieldwork placements); compliance with academic and professional standards of conduct (adhere to safety guidelines and procedures; conduct oneself in an ethical and legal manner); and portrayal of honesty, integrity and professionalism in all circumstances.
 - Sufficient interpersonal skills to perform components, such as: respect for individual, social and cultural diversity; building and maintaining healthy relationships with a broad range of individuals (e.g., peers, faculty, patients, caregivers, family members, other professionals, and supervisors); facilitation of therapeutic interaction (e.g., attending, clarifying, coaching, facilitating, and touching as part of therapeutic process); professional interactions (e.g., provide constructive feedback; timely and appropriate response to feedback);
 - Sufficient awareness of emotional and behavioral states to perform components, such as: self-reflection, self-appraisal, and adjustment of actions when necessary (e.g., align behaviors to meet performance expectations; self-identify areas for improvement); and regulation of emotional and behavioral responses (e.g., manage uncertainty in academic and clinical/fieldwork situations; adapt thinking and behavior to changing situations).
5. Participation:
- a. Applicants and students must be able to participate in various experiential learning opportunities to develop the knowledge, skills, and behaviors for occupational therapy practice. Such experiential learning occurs in the classroom, laboratories, and clinical/fieldwork experiences. Students must be able to:
- Complete the interprofessional core curriculum that involves completion of online modules as well as face to face interactions that involve teaching, learning, and collaborating with students from various professions.
 - Participate in small group activities and projects that require students to coordinate schedules and work collaboratively to meet assignment expectations and deadlines.

Professional Expectations and Opportunities

Occupational Therapy Code of Ethics

Preamble

The 2015 Occupational Therapy Code of Ethics (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and wellbeing for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations.

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

The entire AOTA Code of Ethics may be found on the AOTA website: <https://www.aota.org/Practice/Ethics/code-of-ethics.aspx>

Transfer Credit

The Post-professional OTD will accept up to two post-profession courses (six credit hours) from other colleges or universities that are comparable in course content and academic level. Acceptance of transfer credits will be at the discretion of the TTUHSC Registrar and with concurrence of the Post-professional program director.

Academic Progress Requirements

The Post-professional OTD curriculum consists of a set of required courses and a variety of elective courses. Each student will work with the program director to establish a degree plan upon admission to the program that is flexible and designed to best meet the student's professional interests and goals. All curricular degree requirements must be completed in no more than five years. Any changes in the degree plan require a request in writing from the student to the program director, and approval of the program director.

Students are required to successfully complete at least six semester credit hours (two courses) within each academic year (defined as consecutive Fall, Spring and Summer semesters). A student who fails to meet this academic progress requirement is subject to dismissal (refer to "Dismissal from the Post-professional OTD Program" section below). An approved Leave of Absence exempts the student from this academic progress requirement during the interval of the absence.

Professional Development /Academic Advising

Professional development, including academic advising, is an important part of each student's experience throughout the TTUHSC OTD Program, beginning at orientation. Students may meet with his or her faculty advisor and complete the "Generic Abilities Advising" form, a standardized advising tool used to encourage self assessment for the student. This tool creates a framework for students and advisors to discuss the student's progression through the OTD program as well to foster development of professional behaviors. Students are encouraged to communicate openly with their faculty advisor whenever the need arises.

A student will receive a MidTerm Academic Warning Letter or an Academic Probation Letter when academic progress falls below academic guidelines/expectations (see Academic Probation section below).

A student who receives a MidTerm Academic Warning Letter or an Academic Probation Letter is encouraged to meet with his or her faculty advisor. Additional meetings occur during other times of the year at the initiation of the student, faculty advisor or program director.

Consensual Relationships

Consensual relationships between a student and supervisor, patient or other persons at clinical experience sites constitutes (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety; and (5) questions the validity of consent, any of which impairs the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical experience; (2) exploiting subordinate faculty, staff, employees, or students and the possible professional or academic disadvantage of third parties; and (3) subjecting both TTUHSC, the clinical sites and the individuals to the risk of liability.

Therefore, the OTD program strictly prohibits any type of such relationship as described above, whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should such relationship develop, faculty, staff and OTD students who become aware of the relationship have the obligation to disclose the existence of the relationship to the program director.

Adapted from TTUHSC OP 70.55 Consensual Relationships Faculty, Staff, and Residents.

Doctoral Capstone

An integral part of the Post-professional OTD program curriculum, the Doctoral Capstone (DC) provides an in-depth exposure to one or more of the following areas:

- administration and leadership,
- program development,
- education,
- clinical practice skills,
- research skills,
- advocacy,
- and theory development.

It consists of two parts: (1) Capstone 1 – Project Proposal and (2) Capstone 2 – Implementation.

The DC develops occupational therapists' capacities to engage in scholarly activities. The student completes an individual culminating product to demonstrate synthesis and application of knowledge gained in one or more of the DC areas. The DC is a highly student-driven process; however, the student works in collaboration with a faculty capstone mentor to achieve advanced learning objectives and produce evidence of scholarship.

The student engages in preparatory activities for the DC during Capstone 1 that include a literature review, needs assessment, goals/objectives, and an evaluation plan. The student must have an approved DC proposal prior to beginning their Capstone 2. Capstone 2 will result in a final product that documents this scholarship and may include a written manuscript, presentation, case report, treatment manual, curriculum, grant proposal, quality improvement project report, program proposal, policy/procedure manual, video, series of marketing or educational materials, or portfolio/photo log/scrapbook. Capstones requiring IRB processes will only be granted on joint projects with academic/professional research teams.

Academic and Conduct Policies

Academic Probation

A student will be placed on Academic Probation for failure to maintain a cumulative grade point average (GPA) of 2.70 or higher. Cumulative GPA is calculated at the end of each semester. For a student to return to good academic standing and be removed from Academic Probation in this situation, the student must raise his or her cumulative GPA to 2.70 or higher by the end of the following semester. A student whose cumulative GPA is less than 2.70 in consecutive semesters (i.e., fails to come off Academic Probation) is subject to dismissal (refer to "Dismissal from the Post-professional OTD Program" section below).

A student who has been on Academic Probation twice and subsequently meets any of the criteria for Academic Probation a third time is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the Post-professional OTD Program" section below).

Recycling

Recycling in the Post-professional OTD program is the re-taking of an entire course in which the student received a course grade of "D" or "F". For a course to be successfully recycled, a passing course grade of "C" or better must be obtained the next time the course is offered in the curriculum. A student who does not successfully recycle a course in which he or she received a grade of "D" or "F" will be subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the Post-professional OTD Program" section below). A student enrolled in the Post-professional OTD program is allowed to recycle only one course, and that course can only be recycled one time.

Recycling Requirements Document

Criteria that constitute successful recycling of academic education deficiencies will be specified in a "Recycling Requirements Document" that will be written by the program director. Recycling students must: 1) retake and earn a passing grade in the course for which the student received a grade of "D" or "F"; and 2) earn a cumulative GPA of 2.70 or higher by the completion of their recycle period specified in their "Recycling Requirements Document". A recycling student who fails to meet all requirements for a passing grade ("C" or higher) as specified by the course syllabus for any of the required recycled courses will be subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the OTD Program" section below).

Other Considerations With Respect to Recycling

After successfully recycling, a student is subject to dismissal on grounds of academic deficiency if there are any instances of subsequent academic deficiency, including a cumulative GPA below 2.70 or receiving a course grade of "D" or "F" in any course (refer to "Dismissal from the OTD Program" section below).

It is the student's responsibility to obtain financial information and pay for additional expenses that will be incurred as a result of recycling.

Both the original and recycled course grades (but not grades in audited courses) are used to calculate cumulative GPA, and both course grades will appear on the student's transcript.

Student Misconduct

Student misconduct can lead to dismissal with no opportunity to remediate or recycle. For policies and procedures related to behavioral deficiencies and misconduct, refer to the TTUHSC Student Handbook, available at the following website: <https://www.ttuhsu.edu/student-affairs/handbook.aspx>

Dismissal from the Post-Professional OTD Program

A student enrolled in the Post-professional OTD program is subject to dismissal for any of the following reasons:

1. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for two consecutive semesters.
2. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for any three semesters of the curriculum.
3. After receiving a course grade of "D" or "F" in one course, refusal to sign a "Recycling Requirements Document" or refusal to recycle/audit courses specified in "Recycling Requirements Document" (see section on "Recycling").
4. Failure to meet all requirements specified in the "Recycling Requirements Document."
5. Receiving a course grade of "D" or "F" in two or more courses or the same course twice.
6. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher in any subsequent semester after successfully recycling a course.
7. Based upon a complaint of misconduct as set forth in the TTUHSC Student Handbook.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. Refer to the School of Health Professions policy entitled "Academic Dismissal", available at the following website: <https://hsoweb.ttuhsu.edu/health-professions/current/policies.aspx>

Doctor of Physical Therapy

DPT Program

SHP General Information

Review information that pertains to all students within the School of Health Professions (SHP) that is located at the beginning of the SHP Student Handbook.

Department of Rehabilitation Sciences Policies, Procedures, and Student Responsibilities

Review information that pertains to all students within the Department of Rehabilitation Sciences (DRS) that is located in the Rehabilitation Section of the SHP Student Handbook.

This section of the *Student Handbook* describes academic policies and procedures that are specific to the Doctor of Physical Therapy (DPT) program. Student policies that are common to the School of Health Professions are provided at the following website address: <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Accreditation and Program Overview

Accreditation

The Doctor of Physical Therapy program at the Texas Tech University Health Sciences Center is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org. If needing to contact the program/institution directly, please call 806-743-4525 or email kerry.gilbert@ttuhsc.edu.

Information about accreditation standards, compliance, and other information, including mechanisms for filing a complaint can be obtained by contacting CAPTE directly.

Vision Statement

The Doctor of Physical Therapy program at TTUHSC will be nationally recognized for excellence in education, scholarship and service to the community and physical therapy profession.

Mission Statement

The mission of the Doctor of Physical Therapy (DPT) program at Texas Tech University Health Sciences Center is to educate students to be autonomous, evidence-based practitioners who improve the health of people through the application of their clinical skills, collaboration with other health care professionals, and commitment to life-long learning and community service.

Goals

Goal #1: Education

The TTUHSC Doctor of Physical Therapy program will educate students to possess exceptional knowledge, competency and patient/client management skills.

Objectives for Goal #1

- Upon completion of the DPT program, students will:
 - demonstrate high-level professional behavior and pursue life-long learning to maintain competency in a rapidly evolving knowledge environment.
 - demonstrate high-level clinical competencies, with skills and judgment, incorporating evidence-based practices to maximize patient efficacy.
- Each graduating class will achieve a first-time pass rate on the National Physical Therapy Exam of at least 90%, and will surpass state and national first-time pass rates.

Goal #2: Scholarship

The TTUHSC DPT program faculty will have a strong commitment to scholarship.

Objectives for Goal #2

- Each DPT faculty member will produce an average of at least one scholarly work per two years (e.g., peer reviewed publication, conference presentation, published abstract, etc.).
- Each DPT program faculty member will submit a detailed scholarship plan as part of their annual appraisal.

Goal #3: Service

The TTUHSC DPT program faculty, students and graduates will provide leadership and service in healthcare and in the profession.

Objectives for Goal #3

- All DPT program faculty will provide service to the university, community and/or professional service organizations.
- The majority of DPT program faculty who possess a clinical license will provide clinical care within the scope of the School of Health Professions clinical practice income plan.
- The majority of DPT program students and all clinical faculty will be members of the American Physical Therapy Association.
- The majority of DPT students and graduates will participate in professional and/or community health service activities during their tenure as students.

The following resources are used to measure the level of achievement for the desired outcomes established for our program: 1) "Generic Abilities Advising" form; 2) Physical Therapy Manual Assessment of Clinical Skills (PT MACS), Clinical Experience and Internship Evaluations 3) Licensure Board pass rates (NPTE-FSBPT); 5) Graduate surveys; 6) Student surveys; 7) Employer surveys; 8) Job placement rates; and 9) Faculty developed rubrics and evaluative tools.

Technical Standards

The Doctor of Physical Therapy (DPT) program at Texas Tech University Health Sciences Center (TTUHSC) is a rigorous and intense educational program that places specific professional, intellectual, physical, and social requirements and demands on its students. An objective of the TTUHSC DPT program is to prepare graduates to enter a variety of employment settings and to render care to a broad spectrum of individuals with physical and psychosocial impairments. The technical standards set forth by the DPT program establish the functional capabilities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies for entry-level practice in didactic (classroom) and clinical education experiences. The ability to meet these technical standards, with or without accommodations, is required for admission to the DPT program and must be maintained throughout the time a student is enrolled. These technical standards are subject to amendment based on changes in health care/physical therapy scope of practice.

Applicants to the TTUHSC DPT program will be required to verify that they understand and meet these technical standards, or that they believe that with reasonable accommodations they can meet the technical standards.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for students with disabilities to enable them to perform successfully in our program. Any student with a disability who is accepted to the DPT program must contact the Student Disability Services (SDS) in the TTUHSC Office of Student Affairs as soon as possible. SDS Staff will determine whether the stated condition qualifies as a disability under applicable laws and work with the program faculty to determine reasonable accommodations.

There are two separate and distinct components in the curriculum for the DPT program: 1) didactic (classroom) component; and 2) clinical component. Accommodations in place for the didactic component may not be the same accommodations available for the clinical component in the curriculum.

To successfully complete the didactic and clinical portions of the TTUHSC DPT program, a student must meet the following essential functions:

1. Observation

- Observe a patient using visual, auditory, and palpatory sensory systems as a component of providing safe and effective patient care.
 - i. Sufficient vision is required to perform components of patient assessment and intervention including (but not limited to) accurate review and interpretation of medical records, observation of patient behaviors and movement, patient inspection, and cadaveric dissection.
 - ii. Sufficient auditory function is required to perform components of patient assessment and intervention including (but not limited to) accurate auscultation and interpretation of sounds from the pulmonary, cardiovascular, gastrointestinal, and musculoskeletal systems.
 - iii. Sufficient tactile sensation is required to perform components of patient assessment and intervention including (but not limited to) accurate palpation and discernment of muscles, bones, joints, lymph nodes, and other subcutaneous or internal structures.
- Accurately monitor, through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients.

Note: Participation in the DPT program requires the successful completion of a gross anatomy course, which includes extensive hands-on dissection of human cadavers. Additionally, labs are taught in a co-educational environment, and students are required to practice observation and intervention skills on individuals of both sexes, as well as all body types and genders. In order to simulate patients for assessment and interventions, students are often required to dress in shorts and t-shirts/sports bras to allow appropriate visualization or palpation.

2. Communication

- Recognize and accurately interpret verbal (oral and written) and non-verbal (facial expression, body language, etc.) communication for the provision of safe and effective patient care.
- Communicate professionally (orally and in writing) as required for course work and clinical placements to ensure safe and effective patient care.
- Communicate efficiently (orally and in writing) in order to meet academic and clinical productivity requirements in assigned tasks, patient care, and documentation.

3. Psychomotor Skills

- Demonstrate sufficient strength and coordination to stabilize and/or move both oneself and patients/subjects in 3-dimensional space for activities including (but not limited to) bed mobility, transfers, locomotion, ambulation, and joint mobilizations safely and effectively.
- Demonstrate sufficient fine motor coordination for safe and effective hands-on patient assessments and interventions as well as for the manipulation of the environment, materials, and equipment involved in patient care.
- Sustain necessary physical activity level required for classroom and clinical activities during the defined workday.
- Demonstrate safe and effective application of knowledge and behaviors as they relate to clinically relevant motor skills.
- Use technology to meet requirements of coursework and clinical placements (e.g., computer skills including but not limited to internet access, word processing, and spreadsheet programs, learning management systems, and electronic health records).
- Access transportation for timely attendance to academic courses and clinical placements.

4. Cognition

- Comprehend, integrate, analyze, and synthesize a large body of information in a reasonable period of time.
- Read, comprehend, record, and interpret information accurately from patient/caregiver interviews, patient records, diagnostic tests, and equipment to ensure safe and effective patient interactions.
- Comprehend and accurately interpret the spatial relationships of 3-dimensional structures.
- Demonstrate the ability and willingness to self-assess academic and clinical skill performance.

5. Social Behavioral Skills

- Demonstrate respect for all persons (including respect for differences in age, sex, gender, race, nationality, religion, ethnicity, social or economic status, lifestyle, health or disability status, or learning style) during academic and clinical interactions.

- Develop mature, sensitive, and effective professional relationships with individuals in academic and clinical settings.
- Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical situations, including the ability to tolerate taxing workloads and to function effectively under stress.
- Conduct oneself in an ethical and legal manner, demonstrating honesty, integrity, and professionalism in all interactions and situations.

Professional Expectations and Opportunities

Licensure Requirements

Graduates of the TTUHSC DPT program are qualified to sit for the national licensure examination for the physical therapist administered by the Federation of State Boards of Physical Therapy (FSBPT). Successful completion of the licensure examination is required for an individual to be licensed as a physical therapist in a state. Additional licensure requirements for physical therapists vary from state to state, according to practice acts and state regulations that govern the practice of physical therapy. A felony conviction may affect a graduate's ability to sit for the certification examination or attain state licensure. Students are encouraged to check with the state board for more information regarding any prior convictions as they relate to physical therapy licensure.

Physical Therapy Code of Ethics

Preamble
The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses.

Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles:

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals. (Core Values: Compassion, Integrity)

- 1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients. (Core Values: Altruism, Compassion, Professional Duty)

- 2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.
- 2B. Physical therapists shall provide physical therapy services with compassion and caring behaviors that incorporate the individual and cultural differences of patients/clients.
- 2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.
- 2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.
- 2E. Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

Principle #3: Physical therapists shall be accountable for making sound professional judgments. (Core Values: Excellence, Integrity)

- 3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's/client's best interest in all practice settings.
- 3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.
- 3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.
- 3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.
- 3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

Principle #4: Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other healthcare providers, employers, payers, and the public. (Core Value: Integrity)

- 4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).
- 4C. Physical therapists shall discourage misconduct by healthcare professionals and report illegal or unethical acts to the relevant authority, when appropriate.
- 4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.
- 4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
- 4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

Principle #5: Physical therapists shall fulfill their legal and professional obligations. (Core Values: Professional Duty, Accountability)

- 5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.
- 5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapists shall encourage colleagues with physical, psychological, or substance related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- 5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.
- 5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

Principle #6: Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors. (Core Value: Excellence)

- 6A. Physical therapists shall achieve and maintain professional competence.
- 6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, healthcare delivery, and technology.
- 6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.
- 6D. Physical therapists shall cultivate practice environments that support professional development, life-long learning, and excellence.

Principle #7: Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society. (Core Values: Integrity, Accountability)

- 7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.
- 7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.
- 7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.
- 7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.
- 7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.
- 7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

Principle #8: Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally. (Core Values: Social Responsibility)

- 8A. Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
- 8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.
- 8C. Physical therapists shall be responsible stewards of health care resources and shall avoid over-utilization or under-utilization of physical therapy services.
- 8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

Student Physical Therapy Association (SPTA)

The purpose of the SPTA structure is to provide a means of addressing the external interactions and professional development of the entire student body of the physical therapy program at the Texas Tech University Health Sciences Center. The SPTA shall provide leadership in representing the program at the School, University, local, state and national levels. Emphasis is on establishing a foundation for life-long professional development through involvement in the APTA, community service activities and educational programs. Students are responsible for any and all fees and costs associated with membership, and participation is voluntary. The SPTA must also abide by the registration of student organizations policies listed in the *TTUHSC Student Handbook*. Student activity in other student organizations, including but not limited to: Student Orthopedic Manual Physical Therapy Association (SOMPTA), Student Neurological Physical Therapy Association (SNPTA); Student Pediatric Physical Therapy Association (SPPTA), is encouraged and participation should follow the same conduct code.

Professional Development / Academic Advising

Professional development, including academic advising, is an important part of each student's experience throughout the TTUHSC DPT Program, beginning at orientation. The Professional Development Portfolio is designed to encouraged exposure to various professional development opportunities including: scholarly excellence, personal/professional integrity, professional responsibility, and social responsibility. As a part of the professional development program, each student is paired with a mentor/advisor. Each student meets with his or her mentor/advisor periodically, at the initiation of the student, faculty advisor or program director. A student who receives a Mid-Term Academic Warning Letter or an Academic Probation Letter is encouraged to meet with his or her faculty advisor. Professional Development meetings typically occur on a semester basis and allow the faculty mentor/advisor to guide students as they develop both academically and professionally. A standardized advising tool (modified Generic Abilities) is used to encourage self-assessment/assessment for the student. This tool creates a framework for students and advisors to discuss the student's progression through the DPT program as well to foster development of professional behaviors. Students are encouraged to communicate openly with their faculty advisor whenever the need arises.

Dress Code

Members of the faculty and staff have the authority and responsibility to maintain reasonable standards of student dress and grooming within their respective classrooms, laboratories, offices, and other areas of public presentations. The dress code reflects professional integrity and the special needs of individual classes. Professional dress is expected of students at all times. At the discretion of the faculty, more casual attire may be worn to lecture and laboratory classes as warranted.

As a part of professional dress, and in compliance with TTUHSC Operating Policy (76.02), students of the TTUHSC DPT program are required to wear or produce if requested, their student identification (ID) badge at all times while on TTUHSC campuses, and an approved ID badge during Clinical Experiences and Internships.

Since TTUHSC is a public institution in which patients and visitors are present, standards of dress should reflect good judgment. Attention to safety standards and professionalism is important.

Casual attire is not appropriate for educational activities that occur off-campus. For clinical observations and Clinical Experience and Internships, information regarding specific dress codes of the clinical sites will be provided by the clinical coordinator.

Clinical Education

Philosophy of Clinical Education

All academic preparation is directed towards the acquisition of the knowledge, entry-level skills and attitudes necessary for the practice of physical therapy. Clinical education is an intrinsic part of the preparation process. For this reason, extensive integration of classroom learning with experiences in the clinical settings must occur. This integration develops in two environments: (i) on site classroom preparation (with or without labs) and (ii) offsite clinical education sites (application of clinical skills). Students are offered full-time clinical experiences (hereinafter referred to as simply "clinical education") allowing them the opportunity to integrate their didactic work with clinical skills.

Academic course work introduces the student to a variety of specialties within the field of physical therapy. Because physical therapists serve diverse patient populations in a variety of settings, it is important for students to have opportunities to develop a wide range of entry-level competencies in clinical experiences emphasizing foundational skills, outpatient and musculoskeletal, and inpatient settings as well as specialty areas such as neurologic rehabilitation, pediatrics, cardiopulmonary, etc.

The DPT program is responsive to the needs of the medically under-served rural areas of West Texas, as well as urban sites. The selection of clinical education sites is designed to meet the special needs of this area. The DPT program is active in the development of high-quality clinical education sites and Clinical Experience clinical instructors in this region. The TTUHSC educates DPT graduates to meet the needs of under-served areas of West Texas, by providing continuing education to clinical educators of the West Texas area and by providing

students with a diverse clinical education background. In the selection of clinical sites, the quality of patient care and the enthusiasm and expertise of the staff for working with students are more important than the size of the department or center. Physical therapists need to function as an integral part of the health care team, so an interdisciplinary approach is important.

General Information about Clinical Education and Clinical Experience Courses

The student is responsible for all costs associated with clinical education courses, including transportation, housing, meals, criminal background checks, drug screens, personal health insurance, uniforms, and other incidental expenses. Students must pass a Criminal Background Check in order to participate in clinical education. Students may be required to pass a Drug Screening prior to participation in clinical education at some facilities.

The Clinical Education component of the TTUHSC DPT Program consists of six educational courses designed to prepare and expose the student to a variety of applied settings in physical therapy:

1. Communication and Clinical Education (HPPT 8120) - introduces the student to clinical education including communication strategies and the grading criteria for Clinical Experience courses.
2. Clinical Experience 1 (HPPT 8222) - takes place in the Summer semester of the second year. This four-week, full-time clinical experience may occur in any setting and is focused to provide the student an opportunity to experience patient interaction and develop professional behaviors and communication skills.
3. Clinical Experiences 2-5 (HPPT 8453; HPPT 8455; HPPT 8456; HPPT 8458, respectively) - are all eight-week, full-time clinical experiences. These experiences occur during the last two semesters of the curriculum and include inpatient and outpatient experiences. Clinical areas will include Inpatient Physical Therapy practice with a focus on foundational skills (acute care, inpatient rehabilitation, skilled nursing, long-term acute care hospital, etc), Outpatient Musculoskeletal Physical Therapy practice, and may include pediatrics, cardiopulmonary, women's health, and sports experience and neuromuscular rehabilitation as well. These experiences may be completed in any order.
4. Through these clinical education courses, students integrate patient evaluation and management skills and develop entry-level competency in essential skills. The student has the opportunity to develop advanced competencies beyond entry-level where applicable.

Physical therapy facilities that have physical therapy clinical education agreements with TTUHSC may be used for DPT clinical education. Students select clinic sites utilizing information provided by the facilities and input from the Director of Clinical Education and Assistant DCEs, considering their personal educational goals and objectives, as well as their financial and family needs. Detailed information for selection procedures is provided during the first Spring semester of the first year of study.

The *PT MACS (Physical Therapist Manual for the Assessment of Clinical Skills)* is the clinical performance evaluation tool used during the clinical education portion of the TTUHSC DPT curriculum in order to provide a:

1. competency-based assessment tool for the student.
2. communication tool between the clinical education site and the academic program.
3. communication tool between the student and the Clinical Experience and Clinical Internship clinical instructor.
4. framework for and encourage student self-evaluation.

Selection of clinical education course clinic sites by TTUHSC DPT students is considered to be a privilege. The TTUHSC DPT Director of Clinical Education specifically reserves the right not to approve a student's selection of any clinical education course clinic site, and further, reserves the right to place the student in a clinical site selected by the Director of Clinical Education or not allow a student to enroll in a clinical education course. Reasons for not allowing the student to enroll in a clinical education course, or to place a student at a specific clinical site, can include, but are not be limited to, the following. If the student:

1. is on Academic Probation.
2. has previously displayed unprofessional behavior that resulted in counseling using the *Generic Abilities*.
3. received a "below expectations" rating for the level of education and training on the PT MACS clinical evaluation instrument that is used by clinical education clinical instructors.
4. has exhibited unprofessional conduct in classroom, laboratory or clinical settings (with professional behavior defined within the framework of the *Generic Abilities* and *PT MACS Skills* 1 to 10) such that the Director of Clinical Education has grounds for concern about patient safety or the ability of the student to appropriately and effectively participate in a clinical education course.

Students on clinical education assignments are expected to follow safety procedures of the clinical site, plus any other requirements deemed important by the Director of Clinical Education and/or the clinical instructor for a specific clinical site. Behaviors observed during the professional curriculum are taken to be a measure of a student's readiness for clinical education courses.

Consensual Relationships

Consensual relationships between a student and supervisor, patient or others persons at clinical education sites constitutes (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety; and (5) questions the validity of consent, any of which impairs the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical experience; (2) exploiting subordinate faculty, staff, employees, or students and the possible professional or academic disadvantage of third parties; and (3) subjecting both TTUHSC, the clinical sites and the individuals to the risk of liability.

Therefore, the DPT program strictly prohibits any type of such relationship as described above, whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should such relationship develop, faculty, staff, clinical instructors and DPT students who become aware of the relationship have the obligation to disclose the existence of the relationship to the program director.

Adapted from TTUHSC OP 70.55 Consensual Relationships - Faculty, Staff, and Residents.

Clinical Experience Course Grading is Pass / Fail

All clinical education courses are graded on a pass/fail basis (i.e., course grade of "P" or "F"). The syllabus for each clinical education course specifies criteria that constitute a passing or failing course grade. The course coordinator assigns each student's Clinical Experience and Internship course grade based on evaluative feedback from the clinical instructor in consideration of requirements specified in the course syllabus.

Clinical Experience Courses: Course Grade of "F" Results in Recycling or Dismissal

A student may receive a course grade of "F" (Fail) for a clinical education course for any of the following reasons:

1. Failure to maintain and present all of the appropriate documentation to the clinical education facility in a timely fashion as required by that facility. The documentation required varies from facility to facility, but typically includes:
 - o Evidence of current immunizations for Hepatitis B, Tdap (Tetanus, Diphtheria, Pertussis), and MMR (Measles, Mumps, Rubella/Rubeola).
 - o TB (tuberculosis) test result.
 - o Personal medical/health insurance.
 - o Current CPR (cardiopulmonary resuscitation) certification.Failure to meet all requirements set forth by a clinical education facility for a student receiving clinical education at their site (e.g., failure of a facility required drug test, failure to adhere to dress code, etc.).
2. Failure to meet all requirements set forth by a clinical education facility for a student receiving clinical education at their site (e.g., failure of a facility required drug test, failure to adhere to dress code, etc.).
3. Failure to complete course objectives as specified in the Clinical Experience course syllabus. A student will receive a course grade of "F" in a Clinical Experience course if he or she (i) receives a rating of "U" (as a final rating) on one or more of the PT MACS Professional Practice Skills (Skills 1 to 10) or (ii) does not meet passing course grade criteria established in the course syllabus.
4. Unsafe or unprofessional behavior at the clinical site.

If a student's failure (course grade of "F") of a Clinical Experience course is due to unsafe or unprofessional behaviors, the program director and/or Director of Clinical Education reserve the right to deny the student a recycling opportunity. In such situations, the student is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the DPT Program" section below).

A student who receives a course grade of "F" (Fail) in a Clinical Experience course is required to recycle the course if they are academically eligible to do so (i.e., no previous recycling of a course and otherwise in good academic standing), provided the reasons are not due to unsafe or unprofessional behaviors, in which case the student is subject to dismissal from the program. Criteria that constitute successful recycling of a Clinical Experience course will be specified in a "Recycling Requirements Document" that will be written by the program director with input from the Director of Clinical Education.

A student who receives a course grade of "F" in a Clinical Experience course and is thereby subject to dismissal from the DPT program due to this failing course grade will not be permitted to participate in any subsequent clinical education courses during the interval in which the student awaits adjudication by a SHP academic grievance hearing or appeal thereof.

Academic and Conduct Policies

Academic Probation

A student will be placed on Academic Probation for failure to maintain a cumulative grade point average (GPA) of 2.70 or higher. Cumulative GPA is calculated at the end of each semester. For a student to return to good academic standing and be removed from Academic Probation in this situation, the student must raise his or her cumulative GPA to 2.70 or higher by the end of the following semester. A student whose cumulative GPA is less than 2.70 in consecutive semesters (i.e., fails to come off Academic Probation) is subject to dismissal (refer to "Dismissal from the DPT Program" section below).

A student who has been on Academic Probation twice and subsequently meets any of the criteria for Academic Probation a third time is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the DPT Program" section below).

Recycling

Recycling in the DPT program is the re-taking of an entire course in which the student received a course grade of "D" or "F" (didactic or clinical education course). For a course to be successfully recycled, a passing course grade of "C" or better for academic courses and a course grade of "P" (Pass) for Clinical Experience or Internship courses must be obtained the next time the course is offered in the student's curriculum. A student who refuses to recycle a course in which he or she received a grade of "D" or "F" will be subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the DPT Program" section below).

A student enrolled in the DPT program is allowed to recycle only one course, and that course can only be recycled one time.

The DPT curriculum is designed for course work to be taken in sequence. Therefore, a student is not permitted to advance academically in the DPT curriculum until the student has successfully recycled the course in which he or she was found to be academically and/or clinically deficient. As described below, a recycling student is also required to audit courses as a component of the recycling process.

Recycling Requirements Document

Criteria that constitute successful recycling of academic and/or clinical education deficiencies will be specified in a "Recycling Requirements Document" that will be written by the program director. Recycling Students must: 1) re-take and earn a passing grade in the course for which the student received a grade of "D" or "F"; 2) earn a cumulative GPA to 2.70 or higher by the completion of their recycle period specified in their "Recycling Requirements Document;" 3) audit the preceding year's DPT curriculum in total. The recycling student must meet the same academic/clinical requirements as any and all students enrolled in the required audited courses (regardless of whether they are auditing/recycling or not) as specified in course syllabi including, but not limited to, all assignments and examinations. Students may choose to re-take courses for a grade during this period in order to raise their cumulative GPA. A recycling student who fails to meet all requirements for a passing grade ("C" or higher) as specified by the course syllabus for any of the required recycled/audited courses will be subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the DPT Program" section below).

Other Considerations With Respect to Recycling

After successfully recycling, a student is subject to dismissal on grounds of academic deficiency if there are any instances of subsequent academic and/or clinical deficiency, including a cumulative GPA below 2.70 or receiving a course grade of "D" or "F" in any course (refer to "Dismissal from the DPT Program" section below).

It is the student's responsibility to obtain financial information and pay for additional expenses that will be incurred as a result of recycling.

Both the original and recycled course grades (but not grades in audited courses) are used to calculate cumulative GPA, and both course grades will appear on the student's transcript.

Student Misconduct

Student misconduct can lead to dismissal with no opportunity to remediate or recycle. For policies and procedures related to behavioral deficiencies and misconduct, refer to the *TTUHSC Student Handbook*, available at the following website: <https://www.tuhsc.edu/student-affairs/handbook.aspx>

Dismissal from the DPT Program

A student enrolled in the DPT program is subject to dismissal for any of the following reasons:

- 1. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for two consecutive semesters.
- 2. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for any three semesters of the curriculum.
- 3. After receiving a course grade of "D" or "F" in one course, refusal to sign a "Recycling Requirements Document" or refusal to recycle/audit courses specified in "Recycling Requirements Document" (see section on "Recycling").
- 4. Failure to meet all requirements specified in the "Recycling Requirements Document."
- 5. Receiving a course grade of "D" or "F" in two or more courses or the same course twice.
- 6. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher in any subsequent semester after successfully recycling a course.
- 7. Failure of a Clinical Experience or Internship course due to unsafe practices and/or unprofessional behavior as documented by the clinical instructor.
- 8. Based upon a complaint of misconduct as set forth in the *TTUHSC Student Handbook*.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. Refer to the School of Health Professions policy entitled "Academic Dismissal", available at the following website: <https://hsoweb.tuhsc.edu/health-professions/current/policies.aspx>

Doctor of Science in Physical Therapy

ScD Program

SHP General Information

Review information that pertains to all students within the School of Health Professions (SHP) that is located at the beginning of the SHP Student Handbook.

Department of Rehabilitation Sciences Policies, Procedures, and Student Responsibilities

Review information that pertains to all students within the Department of Rehabilitation Sciences (DRS) that is located in the Rehabilitation Section of the SHP Student Handbook.

This section of the *Student Handbook* describes academic policies and procedures that are specific to the TTUHSC ScD program. Student policies that are common to the School of Health Professions are provided at the following website address:
<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Accreditation and Program Overview

Accreditation Statement

Program accreditation occurs in conjunction with the accreditation of Texas Tech University Health Sciences Center by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, doctoral, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 4046794500 for questions about the accreditation of the Texas Tech University Health Sciences Center.

Mission and Philosophy

The Mission of the Doctor of Science Program in Physical Therapy at TTUHSC is to provide an evidence-informed terminal doctoral degree program designed for the practicing physical therapist that wishes to pursue advanced studies in the area of basic and applied science, clinical practice, teaching and research.

Program Objectives

The ScD Program provides individuals with the opportunity to:

- Objective 1: Construct a basic and applied science framework that can be used for Analysis, Synthesis, and Critical Thinking in clinical practice.
Measurement Metrics: Course completion
- Objective 2: Utilize advanced clinical reasoning for selecting appropriate examination procedures and interpreting test outcome with the aim of analyzing patients' complex conditions.
Measurement Metrics: Course completion, qualifying exam, surveys
- Objective 3: Employ documented outcomes, experience and heuristics for composing a comprehensive management strategy and appraising treatment outcomes.
Measurement Metrics: Course completion, qualifying exam, surveys
- Objective 4: Incorporate advanced design and methodology for developing independent thought processes involved in teaching and research.
Measurement Metrics: Successful completion of qualifying exam, dissertation proposal, dissertation execution, and dissertation defense.
- Objective 5: Initiate routine communication with colleagues across other states, countries or continents for developing professional networks and support.
Measurement Metrics: Attending contact sessions as well as completion of threaded discussions and group projects.
- Objective 6: Develop specialization in order to exemplify clinical mastery.
Measurement Metrics: Qualifying exam, surveys
- Objective 7: Exhibit professional competency through expertise in the areas of teaching and or research.
Measurement Metrics: Successful completion of dissertation proposal, dissertation execution, and dissertation defense.
- Objective 8: Excel in advanced examination, diagnostic skills, and management strategies.
Measurement Metrics: Qualifying exam, surveys
- Objective 9: Proficient in Teaching delivery and Research engagement.
Measurement Metric: Rubrics that evaluate dissertation delivery; proficiency in using research instruments.

Program Description

The ScD is a post-graduate terminal academic doctoral degree designed for licensed Physical Therapists interested in refining their critical thinking skills, or who are interested in becoming educators or clinical researchers. We work with clinicians from around the world, offering them opportunities to refine concepts and ideas that foster innovations in teaching, researching and patient care. The program is offered via hybrid courses that are conducted through a weekend format with web-based enhancement. Faculty and students communicate with each other in person, via phone, teleconferences, or electronic mail. Students entering the program should have ready access to a computer and be familiar with word processing, spreadsheet, and internet applications.

Student Responsibilities and Expectations

Policy for ScD Homework Submission

Module Homework Due Dates and Final Module Submission Due Dates are established for each course by the course coordinator at the beginning of the semester.

Module Due Dates: These are dates on which the modules are each due. If a student submits an assignment within 10 calendar days that follow a Module Due Date a given module, the student will receive a 20% reduction from their grade for that module (not including any grade reduction for the actual work). Additionally, no feedback for submitted work can be guaranteed.

Final Module Submission Date (FMSD): This date will occur 10 days after the original module due date and represents the last day that a module can be submitted to receive credit for completion. Any submission after this date without prior approval of the instructor will receive a "0" grade for that work. There is a Final Module Submission Date for each module. A course grade of "Incomplete" ("I") may be given by an instructor when a student's work in a course has not been completed at the end of a semester if the failure to complete the work has been due to causes beyond the student's control. It is not used as a substitute for an F (failure).

Refer to the following link for the School policy regarding grade assignments of "I": <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Threaded Discussion Participation

Students enrolled in ScD Program classes at TTUHSC are required to participate in threaded discussion(s) as per the guidelines outlined in each course. Failure to participate in threaded discussion(s) within the posted 10-day period will constitute a late submission and the student will receive a 20% deduction from their grade for this assignment. A late submission must be posted within the 10 days following the last day of the original 10-day time frame, unless the student makes arrangements with the instructor before the last day of the discussion. Failure to submit beyond the time frame above will constitute a failure and earn a "0" grade for the threaded discussion activity.

ScD Contact Session Attendance

By design, most ScD courses require both online work and contact session attendance to insure quality and depth in the student's learning process. Therefore, the ScD student's attendance at course contact sessions is required for each course in which a session is conducted. A student is excused from attending a contact session only for extenuating circumstances (listed below) AND with prior approval by the course instructor.

Category A: Excused Absence:

- Criterion A1: Death in the Immediate Family: This includes parents, spouse or children
Student Action Requirement: The ScD student must provide a copy of the obituary associated with the loss.
- Criterion A2: Life-Threatening Illness of self or immediate family members: This includes illnesses that threaten life of the ScD student or immediate family members requiring the ScD student's attention and care.
Student Action Requirement: The ScD student must provide documentation regarding the necessity of the absence. Based on HIPAA, no medical details are required in that letter.
- Criterion A3: Life-Sustaining Medical Appointment: This includes an appointment for dire-medical necessity of the ScD student or immediate family members.
Student Action Requirement: The ScD student must provide documentation from their health care provider regarding the necessity of the absence. Based on HIPAA, no medical details are required in that letter, but that physician's letter of dire medical necessity will be required.
- Criterion A4: Military or National Guard service requirements
Student Action Requirement: These are negotiated on a case-by-case basis with the course instructor and ScD program director
- Criterion A5: Federal or Foreign Mandated Travel Restrictions
Student Action Requirement: The ScD student must contact the course coordinator or Program Director prior to the Contact Session.

Additional Information: If the ScD student fulfills the above requirements for Category-A Excused Absence, then the student's final course grade will be based on completion and performance of course modules by due dates as defined by the course syllabus or modified by the instructor. If the student is unable to complete the course module work by the end of the semester, the student may be eligible to receive a course grade of "I" and to complete the required work by end of the following semester to receive full credit.

Category B: Excused Absence:

- Criterion B1: Death in the Extended Family
Student Action Requirement: The ScD student must provide a copy of the obituary associated with the loss.
- Criterion B2: Non-Life-Threatening Illness of self or immediate family members.
Student Action Requirement: The ScD student must provide documentation from their health care provider regarding the necessity of the absence. Based on HIPAA, no medical details are required in that letter, but that physician's letter of medical necessity will be required.
- Criterion B3: Non-Life-Sustaining Medical Appointment
Student Action Requirement: The ScD student must provide documentation from their health care provider regarding the necessity of the absence. Based on HIPAA, no medical details are required in that letter, but that physician's letter of medical necessity will be required.
- Criterion B4: Air Travel Constraints-This includes cancelled flights and weather conditions at the site of the contact session with no available alternatives.
Student Action Requirement: The ScD student must provide documentation of the cancellation or report of weather outcome in the contact session area.
- Criterion B5: State, Region, Employer, or Personal Travel Constraints-
Student Action Requirement: The ScD student must provide documentation of these restrictions.

Additional Information: A student who is unable to attend a contact session for the above reasons is required to contact the ScD Faculty member conducting the contact session prior to the start of the session.

A student whose excused absence falls under this category must complete all module course work by the due dates as defined by the course syllabus or modified by the instructor. In addition, they are required to write a 10-page Review of Literature regarding a topic that is deemed appropriate for the class by the instructor and submit that paper by the final course work due date in the given semester. Twenty percent of the overall course grade will be deducted pending submission of the Review of Literature. The student will be able to remove the 20% deduction by successfully completing the Review of Literature requirement.

Category C: Excused Absence

- Criterion C1: Pre-arranged absence due to travel requirements: Must not exceed 2 hours of a given course contact session.
Student Action Requirement: The ScD faculty member conducting the contact session must approve pre-arranged flights that occur before the end of the session. The student may be excused for no more than the final 2 hours of the session.
- Criterion C2: Illness during a contact session.
Student Action Requirement: The student must contact and inform the ScD faculty member of the illness before the beginning of that day's contact session. If the contact session has already started and the student must leave, the ScD faculty member must be informed of the decision before the student leaves.
- Criterion C3: Unsafe weather in Lubbock preventing student from attending contact session after arriving for the contact session.
Student Action Requirement: The decision to cancel a class will coincide with recommendations from the National Weather Service and TTUHSC. Tornadoes, ice, and hail are possible weather conditions that may be experienced in Lubbock and may produce safety concerns that could delay the beginning of a contact session or lead to its cancellation.

4. Criterion C4: Illness of a family member that requires student to return home.
Student Action Requirement: The student must contact and inform the ScD faculty member concerning the decision to leave the contact session early. An excused absence will only be permitted in the case of an emergency.
5. Criterion C5: Unexpected weather or disaster harmfully affecting the student's community or residence that occurs while attending the contact session.
Student Action Requirement: The student must contact and inform the ScD faculty member of the issue before the beginning of that day's contact session. If the contact session has already started and the student must leave, the ScD faculty member must be informed of the decision before the student leaves.

Additional Information: For a pre-arranged travel requirement, the ScD Faculty member must be contacted prior to the contact session. For any of the other reasons, the ScD Faculty member must be contacted by the student before the end of the contact session.

A student whose absence is in this category must complete all module course work by due dates specified in the course syllabus or modified by the instructor. In addition, a student who is absent under this category is required to write a 10 page Review of Literature regarding a topic that is deemed appropriate for the class by the instructor and submit that paper by the final course work due date in the given semester. Twenty percent of the overall course grade will be deducted pending submission of the Review of Literature. The student will be able to remove the 20% deduction by successfully completing the Review of Literature requirement.

All Other Contact Session Absences

Absence from a contact session for reasons other than described above will not be approved. Unexcused absence from a contact session will result in a 25% reduction in the course grade. For example, if the student earned 90% in the course, an unexcused absence from a contact session will result in a course grade of 65%.

Clinical Dissertation and Qualifying Exam

Enrollment During the Clinical Dissertation Project Phase of the ScD Program

Students with a Bachelor's degree are required to complete a minimum of 70 hours from the ScD curriculum. Students with a Master's degree are required to complete a minimum of 48 semester hours. Students with a DPT degree are required to complete a minimum of 3648 hours, depending on their previous graduate course work (including DPT semester credit hours). Each DPT applicant's transcript is considered on a case by case basis and final required hours are determined by the admissions committee who will evaluate if any graduate courses will substitute for a ScD course. As a part of the curriculum, ScD students are required to complete a Clinical Dissertation Project in either the teaching track or research track. In the event that an ScD student completes all required course work and qualifying examinations and only lacks the completion of the clinical project in order to graduate, the ScD Program requires that the student enrolls in at least 2 semester credit hours in the HPPT 7000 course* during every semester that the student is engaged in the Clinical Dissertation Project until project completion and defense (note that recurrent semester course enrollment is allowed for 7000 courses). A student who has not completed the qualifying exam is required to enroll in at least 3 semester credit hours to remain in good standing in the ScD Program. In the event that a student does not remain enrolled in the fashion described above, the School of Health Professions reserves the right to defer the student's graduation until the student enrolls in the number of hours missed in their clinical dissertation project process. In the event that the student does not comply with this policy, the program director will notify the student of the impending delay in curriculum completion and graduation.

Even though DPT, Master's and Bachelor's graduates can graduate with as few as 36, 48 and 70 semester hours, respectively, they will likely be required to enroll in more hours than the minimum requirement to complete their clinical projects. For example, if a Masters graduate finishes all of his or her course work but is required to continue the clinical project for 2 extra semesters, then the total number of hours compiled for graduation will be 48+6, or 54 semester hours. It is the responsibility of each student to enroll for required course work each semester.

ScD Student Enrollment during the Graduation Semester

Students enrolled in the ScD Program in Physical Therapy at TTUHSC are required to enroll in at least one semester hour of course work (via HPPT 7104) in the semester that the student will graduate. In the event that a student does not enroll during the graduating semester, the School of Health Professions reserves the right to defer the student's graduation until the student meets this requirement.

Clinical Dissertation Project Tracks

Each ScD student will complete a clinical dissertation project. The student's participation in the clinical project may not be limited to pure clinical research. The student will have the option to select either the completion of a clinical research project (Clinical Research Track) or the development, delivery and evaluation of a substantial clinical teaching project to other health care professional colleagues (Clinical Education Track).

Procedure

Students will conduct clinical dissertation projects as part of their ScD curriculum. Each clinical dissertation, whether involving clinical teaching or clinical research, must relate to physical therapy science or practice and be relevant to the student's program of studies. The clinical dissertation is intended to engage the students with proposal development, project design, ethics, identification of resources, and compliance with applicable TTUHSC policies and procedures. All clinical dissertations will have faculty supervision, the program director will be responsible for the ultimate review and approval of all clinical dissertation proposals prior to submission to the chair of Rehabilitation Sciences Department.

Review

Student clinical dissertation activity is reviewed on an annual basis, normally as part of the program's academic course review. This review will address whether the dissertation activities meet the course objectives.

Clinical Project Timeline

1. Each student must choose to either participate in the teaching curriculum track or the research curriculum track within 24 months of matriculation. It is recommended that this decision is not made until completing HPPT 7201 Introduction to Statistics.
2. After selecting the track, the student completes the ScD Clinical Dissertation Track Agreement Form and submits the form to his or her Dissertation Chair.
3. After selecting a track, the student should begin to work with his or her Faculty Project Advisor to develop a topic for their clinical project. This will be an iterative process supported by assignments in the relevant clinical dissertation project courses, whether found in the research or teaching tracks.
4. Students who choose the research track can either develop new research ideas in concert with a ScD faculty member or work on a faculty member's ongoing clinical research project, if the faculty member agrees.
5. Students are responsible to complete the courses associated with the track chosen. It is recommended that students enroll in either HPPT 7301 or HPPT 7305 first within the research and teaching tracks, respectively. These courses will be offered during Summer terms are intended to serve as foundations for work throughout each track. The students will be capable of generating their preliminary project proposal upon completion of all the track courses. Students are not allowed to begin the dissertation process until all track courses are complete.
6. Each student will select members for his or her Clinical Dissertation Project Committee. Each Committee will have at least three members: a Faculty Project Advisor (ScD faculty member), a content advisor (ScD faculty member), and a clinical advisor. The clinical advisor can be a member of the professional community who can provide advice, consultation and professional input about the content and execution of the project. This individual can be a licensed health care practitioner (such as PT, OT, or MD) or doctorally-educated scientist in a related field (such as a biomechanist or physiologist).
7. Once the topic is determined, the student will be required to complete the ScD Clinical Dissertation Project Proposal Packet:
 - a. ScD Clinical Project Committee Form
 - b. ScD Clinical Project Authorship Agreement Form
 - c. ScD Clinical Project Track Agreement Form
 - d. ScD Dissertation Intent form
 1. Research
 2. Teaching
8. In the event that a student elects to change tracks, he or she must submit a letter of petition regarding this change to his or her Faculty Project Advisor and the program director. Upon Faculty Project Advisor approval, the student will be required to resubmit the ScD Clinical Dissertation Project Proposal Packet with revised information. The student must recognize that he or she will be required to complete all course requirements for the new track.
9. Once the track is initiated, each student is responsible for negotiating his or her specific calendar of deadlines for project components with his or her Faculty Project Advisor. Each component is then approved by the student's Faculty Project Advisor before the next component is submitted. This process will ensure that student and Faculty Project Advisor collaborate during each component of the project.

Clinical Research Track

This track will include courses that are essential to clinical research, including research design and selected topics in statistical analysis (HPPT 7301, 7306, 7000, 7104, 7201). In the research track, the clinical research project will either be original work drafted by the student, or a substantial component of a much larger multifaceted project crafted by members of the ScD Program faculty. The student will be required to engage in data collection and analysis, discussion and summary, and presentation of research results. The student will present the findings to a Dissertation Committee who will evaluate the project, presentation, and submission.

Clinical Research Track project possibilities include, but are not limited to:

1. Randomized Clinical Trial. This can be completed by a team of two ScD students, each focusing on a different aspect of the project.
2. Clinical Validity and Reliability Study. This can be completed by a team of two ScD students, each focusing on a different aspect of the project.
3. Pseudo-Experimental Designs
4. Multiple Single-Case Design
5. Single-Case Design and Systematic Review
6. Retrospective Outcome Analysis
7. Clinical Survey Research
8. Meta-Analyses
9. Applied Science Studies. This can be completed by a team of two ScD students, each focusing on a different aspect of the project, such as:
 - a. Gait
 - b. Landing Dynamics
 - c. Biomechanical Measures
 - d. Physiological Measures
 - e. Clinical Cadaveric Anatomy Studies

If the student selects "Single-Case Study" or "Multiple Case Design" or "Multiple Review Papers" as his or her research model, then in addition to submitting the manuscript for publication, it will normally be required that the manuscript be at least under review for publication in a peer-reviewed journal prior to graduation. Conversely, manuscripts using all other research models must be submitted, but are not required to be accepted, for publication prior to graduation.

A faculty member will be designated as the Principal Investigator (PI), and it is expected that the PI and student will strive to produce a clinical project that is worthy of consideration for publication and/or public presentation.

Clinical Research Track Responsibilities

Clinical Dissertation Chair (who will serve as Principal Investigator, or PI):

1. Will have successfully completed mandated research training programs.
2. Will be a designated faculty member who is responsible for supervising student research.
3. Will obtain approval of the student research proposal by the department chair and the Institutional Review Board (IRB).
4. Will establish a budget for the project (to be paid from course fees).
5. Will ensure that the budget for the project is reviewed by the program director and approved by the department chair.
6. Will approve all research-track related expenses and purchases. Since student research may be funded in part through course fees, the PI will ensure that such funds are used to support student research activity via departmental purchasing cards or purchase orders, only. Expenditures must cover only authorized expenses, and direct reimbursement of student research activities is not authorized.
7. Will ensure research integrity.
8. Will ensure that there is neither a conflict of interest nor inappropriate research activity sponsored with the resources of the TTUHSC, as defined under TTUHSC Operating Policies and Procedures.
9. Will identify research projects for public presentation and/or publication, and suggest possible venues or publishing opportunities.

Student:

1. Will have successfully completed a facility mandated research training program.
2. Will, under the supervision of the PI, select the research activity and develop a proposal and budget.
3. Will submit to the PI the salient information required for the IRB submission.
4. Will initiate and conduct such activity in a professional manner.
5. Will be held accountable and responsible for any expenditures exceeding the budgeted funds.
6. Will disseminate the results in an appropriate scholarly manner.

Program Director:

1. Will ensure that course research requirements are in compliance with the Institutional Review Board (IRB) policies/procedures and accreditation standards.
2. Will ensure that the PI understands the use of funding such as course fees, grants, etc.
3. Will coordinate with the Office of Sponsored Programs when provided external funding, equipment, or supplies.

Clinical Teaching Track

This track will include courses that are essential to clinical teaching, including curriculum design and selected topics in evaluation of learning (HPPT 7304, 7305, 7000, 7104, 7201). If the student selects the education track, he or she will be required to review the current literature, develop the didactic and laboratory content, construct the audiovisual components, and create the handouts for a substantial educational course or module related to physical therapy. The student will be required to coordinate all aspects of the course development, including marketing, support services, material compilation, course evaluation development, and course presentation. The student will present a pilot of the course to his or her Dissertation Committee. After approval is granted from the Committee, the student will deliver the course at a predetermined site, evaluate the learning by course participants, will appraise evaluation outcomes, report course delivery and evaluation outcomes, and modify the course based on the evaluation report. The student will present the findings to a Dissertation Committee, who will evaluate the project, presentation, and submission.

- Clinical Teaching Track Models* include, but are not limited to:
1. Clinical Update Course
 2. ScD Course including Sakai component and contact time
 3. Technology Based Education Module Project
 4. Short Course at State or National Meeting
 5. Entry-Level PT Course
 6. Advanced Master's Course
 7. University or College Course, such as anatomy or physiology
 8. Comprehensive Home Study Program

If the student selects "Comprehensive Home Study Program" or "Textbook" as his or her teaching model, then in addition to validating the manuscript, it must be accepted for peer-reviewed publication prior to graduation.

Clinical Teaching Track Responsibilities

- Clinical Dissertation Chair:*
1. Must have experience in educational curriculum development, administration, and evaluation.
 2. Must be a designated faculty member who is responsible for supervising student teaching projects.
 3. Will ensure project integrity.
 4. Will ensure that there is neither a conflict of interest nor inappropriate activity sponsored with the resources of the TTUHSC, as defined under TTUHSC Operating Policies and Procedures.
 5. Will identify teaching projects for public presentation and/or publication, and suggest possible venues or publishing opportunities.

- Student:*
1. Must, under the supervision of the PI, select the teaching activity and develop a proposal and budget.
 2. Must initiate and conduct such activity in a professional manner.
 3. Will be held accountable and responsible for any expenditures exceeding the budgeted funds when available.
 4. Will disseminate the results in an appropriate scholarly manner.

- Program Director:*
1. Will ensure that course research requirements are in compliance with the institutional policies/procedures and accreditation standards.
 2. Will ensure that the PI understands the use of funding such as course fees, grants, etc.
 3. Will coordinate with the Office of Sponsored Programs when provided external funding, equipment, or supplies.

Qualifying Examination
The new Qualifying Examination process will include (3) Phases:
Phase 1 = Content
Phase 2 = Application
Phase 3 = Query

The qualifying examination is one of the major features of the ScD program. It encompasses core, clinical, and elective areas of emphasis as indicated on the official plan of study. The examination requires synthesis, evaluation, and application of knowledge acquired during the course of study in the ScD program, including all formal and informal educational experiences. Consequently, satisfactory performance in ScD course work does not necessarily guarantee successful performance on any portion of the qualifying examination. Students are NOT required to complete Phases I, II, and III in succession. Students are allowed to complete all three phases in ANY order. Students will sit for the ScD Qualifying Examination Phases I and II after successfully completing all relevant course work. Each student must pass all components of the three phases of the qualifying examination with at least the minimal grade described below prior to defending his or her clinical dissertation.

- Phase I: Content**
Phase I will assess the student's synthesis and application of core coursework, chosen electives, and clinical course content. There are three options available for the successful completion of Phase I.
- Option 1: Combined Examination and Written Essay Examination*
- IAOM-US Certification (Clinical course assessment)
 - ScD Elective & Core Course Content Essay Examination (4 hours)

- Option 2: ScD Written Essay Examination*
- ScD Clinical Course Content Essay Examination (4 hours)
 - ScD Elective & Core Course Content Essay Examination (4 hours)

In each of the options noted, the students understanding of core and elective curricula will be assessed via a written essay examination. The options also provide two means to assess each ScD student's understanding of clinical courses. Option 1 allows a student to complete a certification as part of the assessment. This certification process requires both a written assessment of knowledge and practical assessment of skills. If a student enters the ScD program with an IAOM certification or as a Fellow in orthopedic manual physical therapy, he or she will only be required to complete the written essay examination covering the core and elective curriculum in Option 1.

Phase I Examinations
Examinations will be scheduled with each individual student as needed.

- Phase I Passing Score**
Each ScD student must achieve the following minimum scores on each component of the qualifying examination in order to earn a comprehensive passing score:
- Written Essay Examination Core and Elective Courses: Pass, Remediate, Fail
 - Written Essay Examination (if selected) Clinical Courses: Pass, Remediate, Fail
 - Certification score: as per International Academy of Orthopedic Medicine-US clinical exam grading standards

If a student does not achieve a passing score on any examination component, then he or she must retake the component within a year of the previous unsuccessful attempt. A student can retake each examination component only one time in an attempt to obtain a passing score. The passing score on a retake of a particular component will replace the previous non-passing score for that component. If the student does not pass a particular component of Phase I on the retake of that component, then the student will be given the option to complete a comprehensive oral examination clinical, core and elective material. This examination will be conducted in front of a board of no less than three ScD faculty members of the program director's choosing. The oral examination will be graded using a standardized rubric. If the student does not pass the oral examination, the student is subject to dismissal from the program. Refer to "Dismissal from the ScD Program" section below for additional information.

Phase II: Application
Phase II of the Qualifying Examination is a comprehensive "closed book" and "closed note" oral examination testing the student's knowledge and clinical application of information from 6 clinical courses (HPPT 6321-6363) and the three core courses (HPPT 6406, 6314, 6317). The oral examination will occur in a private room with access to necessary clinical equipment necessary to perform a subject (simulated patient) evaluation and treatment.

- There are two options for the completion of the ScD Qualifying Examination Phase II.**
- Option 1: ScD student practices in an outpatient orthopaedic setting
Option 2: ScD student practices in a non-orthopaedic setting (Area of practice to be determined by the advisor and ScD student).

Phase II Examinations
Students in the ScD program who intend to sit for Phase II must notify his or her advisor regarding these intentions.

The examination will be administered in one session over the course of not more than three hours on one day. The student will complete the following process for two separate cases or questions. The cases/questions will be specific to the chosen area of practice as well as the 6 clinical courses included in Phase I of the ScD Qualifying Examination. Emphasis will be made on the clinical reasoning associated with the decision-making process. Phase II can be accomplished via teleconference or in Lubbock TX. A student will be given credit for completing Phase II if they enter the program as a Fellow in orthopedic manual physical therapy.

Phase II Passing Score
A 2-member panel will deliver the oral examination. One members of the panel will be faculty in the ScD program, while the second member can hold a faculty position or be a clinician with expertise in the area tested. Each panel member will grade the exam and vote "Pass" or "Remediate." "Remediate" indicates that the final grade decision (pass or fail) will be deferred until additional information can be obtained. A split vote defaults to "Remediate". Each ScD student must achieve the "Pass" score in order to complete Phase II of the ScD Qualifying Examination.

The remediation examination will take place no later than the subsequent semester after the student is notified about results of the oral examination. The student may repeat the examination component that was not passed on the first attempt. This repeat cannot be performed any earlier than the semester following the failed attempts. The remediation examination will be scheduled and coordinated by the ScD student advisor. If the ScD student receives a grade of 'Fail' during the remediation he or she will normally be dismissed from the program. Refer to "Dismissal from the ScD Program" section below for additional information.

Phase III: Query
All students are required to complete the ScD Clinical Dissertation Proposal process plus an "open book" take home examination testing the student's knowledge and application of information from the two applicable track courses (7201 and either HPPT 7301 and 7306 or HPPT 7305 and 7304).

Phase III Assessments and Passing Score
Students in the ScD program who intend to complete the ScD Clinical Dissertation Proposal and the Take-Home Examination must notify his or her advisor regarding these intentions.

ScD Dissertation Proposal is graded as Pass-Fail. With a "Pass" grade, the student can proceed to complete the project and dissertation delivery. With a "Fail" grade, the student can repeat the dissertation proposal process one time in a subsequent semester. A student who fails to pass the proposal a second time will be subject to dismissal from the program (refer to "Dismissal from the ScD Program" section below).

The Take-Home Examination must be completed at least six weeks prior to the defense of the clinical dissertation. The student will be allowed to use any resource available to completely answer the questions posed. The student will be required to provide references (in AMA format) for any source used. Sources may include, but are not limited to, material provided during the clinical track courses. Material other than course material can be used to answer questions.

Examination.

Grading of the take-home examination will be performed by the instructor of the respective teaching or research courses. The take-home examination will be graded on the following scale: Pass, Remediate, Fail. If required, the remediation exam will take place within two weeks of being notified of the results. The student will complete the exam component that was not passed on the first attempt. The remediation exam will be scheduled and coordinated by the chair of the dissertation committee. The remediation exam normally will be an oral examination that normally will require no longer than one hour complete (not exceeding two hours). If the ScD student receives a grade of 'Fail' during the remediation he or she may be dismissed from the Program. Refer to "Dismissal from the ScD Program" section below for additional information. Each ScD student must achieve the "Pass" score in order to complete Phase III of the ScD Qualifying Examination.

Doctor of Science Clinical Dissertation Defense
Students in the ScD program who intend to complete the ScD Clinical Dissertation defense must complete the defense process by the following dates corresponding to the semester during which they intend to defend:

Defense Semester Deadline for Defense Deadline for Submission to Department Chair*
Spring Semester: March 15 / April 1
Summer Semester: June 15 / July 1
Fall Semester: October 15 / November 1

*Submitted by the Project Chair to the ScD program director, who submits to the DRS department chair

The ScD Dissertation Defense is graded as Pass-Fail.
Procedure When the ScD Clinical Dissertation Is Completed Successfully.
If the dissertation is completed successfully (receiving a "Pass" grade), the chair of the dissertation committee will send the completed Dissertation document with signed title page to dean of the SHP, via the ScD program director and DRS chair, that the student has completed all program requirements successfully and is recommended for graduation. Following approval by the dean, the student may then proceed with graduation.

Academic and Conduct Policies

Residency Enrollment Requirements

Students are required to attend a minimum of 6 semester hours per semester during at least two consecutive semesters within their course of study. In the event that a student does not comply with this policy, the School of Health Professions reserves the right to defer the student's graduation until the student meets this requirement.

Academic Progress Requirements

While students are completing their course work in the ScD program, they are required to successfully complete (i.e., receive a course grade of "C" or higher, or "P") at least nine curricular credit hours in within each academic year (defined as consecutive Fall, Spring and Summer semesters). All curricular degree requirements must be completed in no more than seven years. A student who fails to meet this academic progress requirement is subject to dismissal (refer to "Dismissal from the ScD Program" section below). Deviation from this academic progress schedule requires prior approval of the program director. An approved Leave of Absence exempts the student from this academic progress requirement during the interval of the absence.

"Incomplete" and "In Progress" Course Grade Assignment

The symbol I (incomplete) may be given by an instructor when a student's work on a course has not been completed at the end of a semester and when the failure to complete the work has been due to causes beyond the student's control. It is not used as a substitute for an F (failure).

Refer to the following link for the School policy regarding grade assignments of "I" and "PR": <https://hscweb.tuhs.edu/health-professions/current/policies.aspx>

To resolve the "In Progress" or "Incomplete" grade assignment, the student must meet in person or communicate via phone conversation or electronically with the course instructor(s) for the applicable course(s). The course instructor(s) will assign, in writing, deadlines for completion of all academic work required of the student to complete the course. A student who does not resolve a "PR" or "I" course grade by the deadline established by the instructor will be subject to receiving a course grade of "F".

It is the student's responsibility to request and submit information to the course coordinator to be considered for a "PR" or "I" course grade assignment. If a "PR" or "I" course grade is assigned by the instructor, the final due date for completing all course work will be established by the course instructor and communicated to the student in writing. The student's responsibilities regarding a request for an "I" or "PR" grade assignment include the following:

1. The student must notify the course instructor that he or she seeks a grade assignment of "I" or "PR".
2. This notification must be provided in written form via email no closer than 10-days prior to the Last Day of Class.
3. If the student does not comply with this responsibility, then a grade of zero will be assigned to all unsubmitted work.

For both the "PR" and "I" course grade assignments, it is the student's responsibility to submit all required course work to the course instructor by the established deadlines. A grade of zero will be assigned for all late work.

Midterm Academic Warning Letters

The program director of the ScD Program will issue a midterm academic warning letter via email to a student who is in poor academic standing during the respective semester

Requirements for Graduation

Each ScD student must fulfill all of the following requirements in order to graduate:

1. Successful completion of all required course work. This includes a minimum of 36 hours for student in possession of an entry-level DPT degree (the final number of hours required for the DPT graduate are decided by the Admissions committee on a case-by-case basis), a minimum of 48 semester credit hours for the student with a Master's degree and a minimum of 70 credit hours for students with a Bachelors-only graduate degree (see post-professional curriculum).
2. Successful completion of the Qualifying Examination Process.
3. Successful completion of the Clinical Dissertation Project.
4. Final approval of candidacy for graduation by program director.

Academic Probation

A student will be placed on Academic Probation for any of the following reasons:

1. Failure to maintain a cumulative grade point average (GPA) of 2.70 or higher following completion of the initial two semesters in the ScD program, and at the completion of all subsequent semesters. Cumulative GPA is calculated at the end of each semester. For a student to return to good academic standing and be removed from Academic Probation in this situation, the student must raise his or her cumulative GPA to 2.70 or higher within 15 credit hours or three semesters, whichever comes first. A student who fails to come off Academic Probation as specified above is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the ScD Program" section below).
2. Receiving a course grade of "In Progress (PR)" or "Incomplete (I)" in two or more courses during any one semester. For a student to return to good academic standing and be removed from Academic Probation in this situation, the student must resolve the "In Progress" or "Incomplete" status in the applicable course(s) by the end of a semester that is specified in writing by the course instructor. To resolve the "In Progress" or "Incomplete" and return to good academic standing (i.e., be removed from Academic Probation), the student must meet in person or communicate via phone conversation or electronically with the course instructor(s) for the applicable course(s). The course instructor(s) will assign academic work to the student, including, but not limited to, all unfinished academic work as deemed necessary by the instructor(s) to complete the courses. A student who does not resolve a "PR" or "I" course grade will be subject to receiving a course grade of "F".

A student who has been on Academic Probation twice and subsequently meets any of the criteria for Academic Probation a third time is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the ScD Program" section below).

Recycling

Recycling in the ScD program is the re-taking of an entire course in which the student received a course grade of "D". For a course to be successfully recycled, a passing course grade of "C" or better must be obtained the next time the course is offered in the curriculum. A student who does not successfully recycle a course is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the ScD Program" section below). A student enrolled in the ScD program is allowed to recycle only one course.

A student who receives a course grade of "F" is subject to dismissal on grounds of academic deficiency without the option of recycling (refer to "Dismissal from the PhD Program" section below).

Recycling Requirements Document

Criteria that constitute successful recycling of a course will be specified in a "Recycling Requirements Document" that will be written by the program director. The program director and department chair will sign the document. The student is required to read and sign the document, as an acknowledgment that the student is cognizant of the criteria for successful recycling. If the student refuses to sign the Recycling Requirements Document or refuses to recycle, the student is subject to dismissal (refer to "Dismissal from the ScD Program" section below). Copies of the signed Recycling Requirements Document will be provided to the student, program director, department chair, Director of the Office of Admissions and Student Affairs, and the student's academic advisor.

Other Considerations With Respect to Recycling

Both the original and recycled course grades are used to calculate cumulative GPA, and both course grades will appear on the student's transcript.

A student enrolled in the ScD program is allowed to recycle only one course. After successfully recycling, a student is subject to dismissal if there are any instances of subsequent academic deficiency, including a cumulative GPA below 2.70 or receiving a course grade of "D" or "F" in any course (refer to "Dismissal from the ScD Program" section below).

It is the student's responsibility to obtain financial information and pay for additional expenses that will be incurred as a result of recycling.

Student Misconduct

Student misconduct can lead to dismissal with no opportunity to remediate or recycle. For policies and procedures related to behavioral deficiencies and misconduct, refer to the *TTUHSC Student Handbook*, available at the following website: <https://www.ttuhs.edu/student-affairs/handbook.aspx>

Dismissal from the ScD Program

A student enrolled in the ScD program is subject to dismissal for any of the following reasons:

1. Poor academic performance:
 - a. Failure to raise cumulative GPA to 2.70 or higher within 15 credit hours or three semesters (whichever comes first) after being placed on Academic Probation for having a cumulative GPA below 2.70.
 - b. A course grade of "F" in any course.
 - c. Failure to successfully Recycle a course, or refusal to sign a "Recycling Requirements Document" or to agree to recycle a course (see section on "Recycling").
 - d. Receiving a course grade of "D" or "F" in any course after successfully recycling a course.
 - e. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher in any semester after successfully recycling a course.
2. Failure to complete the curriculum within the maximum allowable time. The student has a maximum of seven academic years to complete the program.
3. Failure to complete nine credit hours in each academic year (defined as consecutive Fall, Spring and Summer semesters).
4. Failure to successfully pass the Qualifying Examination as described in the "Qualifying Examination" section above.
5. Failure to Pass the ScD Clinical Dissertation Proposal process after a second attempt.
6. Failure to Pass the ScD Clinical Dissertation Defense process after a second attempt.
7. Failure to comply with ScD program Leave of Absence Procedures in the event that the student does not enroll in courses during any given semester.
8. Based upon a complaint of misconduct as set forth in the *TTUHSC Student Handbook*.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. Refer to the School of Health Professions policy entitled "Academic Dismissal", available at the following website: <https://hscweb.tuhs.edu/health-professions/current/policies.aspx>

Doctor of Philosophy in Rehabilitation Science

PhD RS Program

SHP General Information

Review information that pertains to all students within the School of Health Professions (SHP) that is located at the beginning of the SHP Student Handbook.

Department of Rehabilitation Sciences Policies, Procedures, and Student Responsibilities

Review information that pertains to all students within the Department of Rehabilitation Sciences (DRS) that is located in the Rehabilitation Section of the SHP Student Handbook.

This section of the *Student Handbook* describes academic policies and procedures that are specific to the TTUHSC Doctor of Philosophy in Rehabilitation Science (PhD RS) program. Student policies that are common to the School of Health Professions are provided at the following website address: <https://hsoweb.ttuhsu.edu/health-professions/current/policies.aspx>

Accreditation and Program Overview

Program Information

The PhD RS program prepares students to become faculty scholars (educators and researchers) in rehabilitation science specialties that contribute to the athletic training, audiology, occupational therapy, physical therapy, and speech-language pathology professions. Program concentrations include academic and research emphases in Communication Sciences and Disorders (CSD) and Movement Sciences and Disorders (MSD). Students enrolled in the PhD RS program are officially students within the Department of Rehabilitation Sciences. Additional information about the program is available at the following website address: <https://www.ttuhsu.edu/health-professions/phd-rehabilitation-science/default.aspx>

Accreditation Statement

Program accreditation occurs in conjunction with the accreditation of Texas Tech University Health Sciences Center by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, doctoral, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the Texas Tech University Health Sciences Center.

Mission Statement

The mission of the PhD in Rehabilitation Science program is to prepare students with the competencies and abilities to perform as scholars, leaders, and innovators in academic and research settings by offering them the foundation needed to engage in research and teaching in communication or movement sciences and disorders.

Technical Standards

The Ph.D. in Rehabilitation Science (Ph.D. RS) program's technical standards are admission requirements directly related to essential functions that are considered necessary for the Ph.D.-level professionals working in academic or research settings. The ability to meet these technical standards, with or without accommodations, is required for admission to the program, and they must be maintained while the student is in the program. These technical standards may be amended over time and are subject to change.

In keeping with applicable federal and state law regarding disabilities, the program is committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully. Any student with a disability who is accepted to the Ph.D. RS program must contact Student Disability Services (SDS) in the TTUHSC Office of Student Affairs as soon as possible. SDS staff will determine whether the statement condition qualifies as a disability under applicable laws and work with the program's faculty to determine reasonable accommodations.

To successfully complete the Ph.D. RS program, an individual must be able to perform the following essential functions:

1. Observation
 - a. Observe participants' activity and behavior accurately while completing teaching and research activities
 - b. Accurately monitor, through both visual and auditory modalities, materials and equipment used for teaching and research
2. Communication
 - a. Communicate effectively orally and in writing at a level which will support competent professional practice
 - b. Communicate professionally orally and in writing as required for course work, teaching and research activities
 - c. Use technology to meet the requirements of course work, teaching and research activities (e.g., computer skills including the use of word processing, spreadsheet and slide preparation software, applications for internet access, learning management systems, data capture and analysis hardware and software, etc.)
3. Cognition
 - a. Comprehend, integrate, and synthesize a large amount of information in a short period of time
 - b. Read, comprehend, record, and interpret information accurately from tests, equipment, and records to ensure success in course work, teaching and research activities
 - c. Accurately assess academic performance, teaching and research skills in oneself and in others
4. Social and behavioral skills
 - a. Demonstrate respect for individual, social, and cultural differences in all people during all interactions and activities
 - b. Demonstrate the ability to adapt to changing situations and uncertainty during course work, teaching and research activities
 - c. Conduct oneself ethically and legally, demonstrating honesty, integrity, and professionalism in all interactions and situations
5. Motor skills
 - a. Sustain the necessary physical activity level required for course work, teaching and research activities
 - b. Efficiently manipulate materials and equipment necessary to accomplish course work, teaching and research activities
 - c. Access and utilize transportation to attend course work, teaching, research and other required professional activities

Program Administration and Faculty

The PhD RS program is administratively operated by the Department of Rehabilitation Sciences (DRS), with close collaboration from the Department of Speech, Language, and Hearing Sciences (SLHS). Program administration consists of a Program Director from the DRS, an Associate Program Director from SLHS, and three concentration coordinators.

Core program faculty are from the DRS and SLHS. Faculty affiliated with the Communication Sciences and Disorders concentration are from the SLHS, while faculty affiliated with the Movement Sciences and Disorders concentration are from the DRS. Information about faculty can be found on the PhD RS program's website.

Student Responsibilities and Expectations

Consensual Relationships

Consensual relationships between a student and an instructor, patient, or research participant are prohibited. Refer to the policy statement on consensual relationships in the Department of Rehabilitation Sciences section of the student handbook.

Facility Keys

Students may be issued key or badge access to student office spaces and research laboratories. Each student is responsible for maintaining the safety and security of the facilities, including university property and equipment, personal property, and confidential records. Students must ensure that doors to unattended rooms remain locked at all times. Students must comply with university policies including reporting lost or stolen keys and badges and returning them when graduating or when no longer needed.

Membership in Professional Organizations and Attending Conferences

Students are encouraged to join one or more professional organizations that represent the student's primary field of study or clinical interest (e.g., American Physical Therapy Association, American Academy of Audiology, American Speech-Language-Hearing Association, Association for Research in Otolaryngology, American Occupational Therapy Association, National Athletic Training Association, American College of Sports Medicine, American Society for Biomechanics, American Association of Anatomists). Membership in one or more professional organizations and attending professional conferences are part of the socialization of an academic scholar into the profession and will assist students in maximizing their professional potential. Students are responsible for the costs associated with membership and conference attendance. Participation in such organizations is voluntary, but strongly encouraged. The PhD program offers funding assistance for university-related research travel. Contact the Program Director for information and an application form.

Office Hours and Appointments

Students who seek a meeting with a faculty member should either attend posted office hours (if available) or contact the faculty member to set up an arranged meeting time. It is the student's responsibility to initiate and schedule a mutually acceptable meeting time. Because faculty schedules are often quite busy, students should be prepared to wait several days for an arranged meeting to take place. If after several attempts a student cannot arrange a meeting with a faculty member, the student should contact the Program Director for assistance.

Publication of Student Research

Research is an integral part of PhD study and students are encouraged to seek publication of work performed in pursuit of their degree. It is expected that the student will publish, or attempt to publish, in an appropriate peer-reviewed scholarly journal the results from the required research and doctoral dissertation projects. In research activities where close collaboration with a faculty advisor occurs, it is entirely appropriate for publications to be co-authored by students and the contributing faculty. In cases where authorship is not determined alphabetically, the student will normally be the first author in publications resulting from the student's research. In cases of considerable revision or addition of other data, the order of authorship will be subject to mutual agreement based on the nature and extent of contributions made by the parties involved, and in accordance with accepted practices by the journal and/or in the discipline.

If a student elects to not pursue publication of a research project or dissertation within a reasonable time period after graduation (normally about one year) or the faculty member contributes substantially to the research beyond normal expectations, the faculty member may choose to pursue publication on the student's behalf. The faculty member will list the student as a co-author according to the conventions of the journal and/or discipline involved, and the amount of additional work contributed. Issues relating to intellectual property rights will be managed in accordance with TTUHSC OP 52.06 and TTU System Regent's Rules Chapter 10.

Research Laboratories

Research laboratories associated with the PhD program have state of the art equipment. Approval to use the research laboratories must be obtained from the laboratory directors, with the knowledge and consent of the PhD Program Director and affiliated concentration coordinator. Additional information about the research laboratories is available on the websites of the Center for Rehabilitation Research and the Center for Speech, Language, and Hearing Research:

<https://www.ttuhsu.edu/health-professions/research/center-for-rehabilitation-research.aspx>

<https://www.ttuhsu.edu/health-professions/research/speech-language-hearing-research.aspx>

Information about the research interests of faculty is available on the faculty page of the PhD RS website.

Residence Requirement

The PhD RS program is offered only in Lubbock, Texas, and is not a distance education program. Students who do not live in Lubbock are expected to travel to Lubbock when necessary to complete academic requirements.

Teaching and Research Assistantships

Teaching and in some cases research assistantships are available for PhD students. These assistantships are limited in number and are awarded on a competitive basis. Assistantships are typically limited in duration to a maximum of four years. The continuation of an awarded assistantship is dependent upon academic performance, performance related to assistantship duties, and the availability of funding. A student who receives an assistantship must enroll as a full-time student.

Academic Requirements

Academic Credit Hour Requirements and Transfer Hours

The PhD RS program requires the completion of 86 semester credit hours including a 38 hour core curriculum that is required of all students and a 36 hour concentration in Communication Sciences and Disorders or Movement Sciences and Disorders. Completion of at least 12 hours of doctoral dissertation is also required. Additionally, all students must complete a research project and a comprehensive qualifying examination prior to admission to candidacy, as described below. Completion of the doctoral dissertation is required prior to graduation. See the SHP catalog for additional information about course work requirements.

With approval, new students entering the program may transfer-in up to 24 graduate hours from a different academic institution, as described below. Students must complete at least 62 graduate hours from required and elective courses in residence.

- A. Students with a graduate degree in a rehabilitation science discipline may transfer up to 24 semester credit hours to the PhD program.

B. Students with a graduate degree in a related discipline may transfer up to 12 semester credit hours to the PhD program.

C. Students without previous graduate level rehabilitation science or related course work may not be permitted to transfer any credit hours to the program.

D. The transfer of graduate credit hours will be subject to approval by the student's Planning Committee and the Program Director. The student may be asked to provide information, such as a syllabus, about each requested transfer course.

Advising and Academic Committees

During matriculation, students will interact with many different faculty members, both within and outside of the PhD program. These faculty members will serve as advisors, instructors, and mentors to the student. The Program Director will serve as the initial advisor to all students entering the program and will continue in that capacity until the student selects a major advisor. The major advisor will be a core faculty member of the PhD program whose teaching and research areas are aligned with the student's interests and goals. The major advisor will be selected by the student in consultation with the Program Director and program faculty. The student is encouraged to identify the major advisor as early as possible, and is required to select the major advisor after nearing completion of approximately 15-18 hours of course work.

Each student will be required to select and assemble a series of advising committees, as described below. The student's major advisor, or the Program Director for the planning meeting, normally will serve as the chairperson of all committees. Committee members will be selected based on the student's academic and research interests. Different committees may or may not include the same committee members.

A. **Planning Committee:** 3 members including the Program Director and other PhD RS program faculty members representing the student's academic and/or research interests

B. **Research Project Committee:** 3 members including the advisor who serves as Chair of the Committee and at least one other PhD RS program faculty member

C. **Comprehensive Qualifying Examination Committee:** 3 members including the advisor who serves as Chair of the Committee and at least one other PhD RS program faculty member

D. **Doctoral Dissertation Committee:** 5 members including the advisor who serves as Chair of the Committee, 2-3 members from within the concentration area, 0-1 members from the PhD RS program, and 1 member from outside the program

Enrollment Requirements

A. Full-time Study

Full-time enrollment for PhD students varies between 9 and 13 hours in regular fall and spring semesters, and between 6 and 9 hours in full (HSC) summer semesters. Minimum enrollment required to maintain full-time graduate status is 9 hours in a regular semester and 6 hours in a full summer semester. Maximum enrollment for PhD students is 13 hours in a regular semester and 9 hours in a full summer semester. Students typically will not be allowed to enroll in more than the maximum number of hours per semester.

B. Maximum Allowable Hours in the Program

Students not making timely progress toward completion of the degree are subject to termination by the Dean of the School of Health Professions. Doctoral students beyond the maximum allowable graduate hours as determined by the Texas Legislature (129 hours) may be required to pay out-of-state tuition, regardless of residence status. Students approaching the maximum allowable hours should meet with the Program Director and their advisor to establish a plan to complete the degree promptly. Extensions must be requested in advance and must be approved by the Department Chairperson and the Dean.

C. Minimum Enrollment in a Semester and Year

The required minimum enrollment for part-time students is 3 credit hours each semester until the student is admitted to candidacy and begins enrolling in doctoral dissertation hours. After admission to candidacy, the required minimum enrollment is 2 hours each semester. Additional hours may be required depending on the candidate's level of involvement in research, use of university facilities, and demands upon faculty time.

A minimum of 12 hours of HPPH 8000/8001 Doctoral Dissertation must be completed while working on the dissertation. The candidate must maintain continuous enrollment (except in the case of an approved Leave of Absence) throughout the dissertation process until graduation.

The minimum annual enrollment is 6 hours. If the student has met the minimum annual enrollment in fall and spring, a summer enrollment is not required. If the student has not met the minimum enrollment in fall and spring, the student must enroll in summer to meet the minimum annual enrollment requirement. If the student has not met minimum enrollment requirement but cannot enroll in summer, the student must request a leave of absence.

Students are responsible for verifying their minimum number of annual and semester enrollment hours for financial aid and health insurance purposes. If the student receives a stipend, full-time enrollment in each semester (including summers) is required. If the student on a stipend cannot register in the summer, a leave of absence must be requested and continuation of funding is not guaranteed.

Grading Procedures

The PhD RS program adheres to the School of Health Professions grading policy. The specific procedures for determining a course grade will be established by each course instructor and explained in the course syllabus. Refer to the SHP grading policy: <https://hsoweb.ttuhs.edu/health-professions/current/policies.aspx>

Major Steps for Completing the PhD Degree

1. Course Work

Students must complete courses and credit hours as required by the PhD degree and as reflected on the official plan of study. A research project, as described below, must be completed as part of the required course work.

2. Research Project

A research project is required of all PhD RS students prior to sitting for the Comprehensive Qualifying Examination. The aims of the research project are to: 1) provide the student with the experiences necessary to learn how to conduct research, and 2) ensure that the student possesses the knowledge, skills and abilities to conduct research. Although not an explicit requirement for completing the research project, the student is also encouraged to submit the finished manuscript for publication.

3. Comprehensive Qualifying Examination for Admission to Candidacy

Each student is required to pass a comprehensive qualifying examination. The comprehensive qualifying examination is one of the major features of the PhD program and will encompass the academic and research emphases as indicated on the official plan of study. The purpose of the exam is to evaluate the student's preparedness to advance to the dissertation phase of the program. Students will sit for the exam after completing all course work and other program requirements except for the dissertation. Students may sit for the comprehensive qualifying examination while enrolled in their final semester of course work. The examination requires synthesis, evaluation, and application of knowledge acquired during the course of study in the PhD program, including formal and informal educational experiences. Consequently, satisfactory performance in course work does not necessarily guarantee successful performance on the comprehensive qualifying examination. The examination consists of written and oral components that must be completed successfully.

4. Doctoral Dissertation

The doctoral dissertation represents the most scholarly work produced by a graduate student in the SHP and is the capstone event for the PhD degree. The dissertation must demonstrate a mastery of the techniques of research, a thorough understanding of the subject matter and its background, and a high degree of skill in organizing and presenting the materials. A doctoral dissertation should embody a significant contribution of new information to a subject or a substantial reevaluation of existing knowledge presented in a scholarly style. The candidate is expected to complete the work independently under the supervision of a dissertation committee and within a specified time prior to graduation.

A major steps checklist and program policies for the research project, comprehensive qualifying examination, and doctoral dissertation are available upon request from the Program Director or may be obtained from the PhD RS website.

Policy for Time to Completion of the Degree

All requirements of the PhD degree must be completed within 8 consecutive calendar years or 4 years following admission to candidacy, whichever comes first. Students who have extenuating circumstances may request an extension that is subject to approval by the Program Director and Department Chair.

Academic and Conduct Policies

Probation and Dismissal

A student will be placed on academic **probation** for any one or more of the following reasons:

A. Earning a cumulative GPA of less than 3.0 after accumulating at least 24 credit hours in the program.

B. Earning a semester GPA of less than 3.0 at any time in the program.

C. Earning a grade of D, F, fail, or no credit in any course. If a student earns a grade of D or lower (including no credit) in any course, the student must retake the course and earn a grade of C or higher or obtain approval from the planning committee and the Program Director to take a different substitute course. Both the original and new grade will be used to calculate the cumulative GPA, and both course grades will appear on the student's transcript after retaking the course.

As per the SHP policy on Academic Probation (SHP OP ST. 04), students will be notified if they are being placed on academic probation in a letter signed by the Program Director. Copies of the letter will be provided to the student, Program Director, Department Chair, and the Associate Dean for Admissions and Student Affairs.

A student may be subject to **dismissal** for any of the following reasons:

A. Meeting the conditions of academic probation for a third semester.

B. Failing to earn a grade of C or better or credit/pass when repeating a course in which the student previously earned a grade of D, F, fail, or no credit.

C. Failing to pass the research project proposal or defense after two attempts.

D. Failing to pass the comprehensive qualifying examination after two attempts.

E. Failing to pass the doctoral dissertation proposal or defense after two attempts.

F. Failing to complete the curriculum within the maximum allowable time.

G. Failing to complete at least 6 credit hours within each academic year.

H. Violating academic or non-academic misconduct policies of the Texas Tech University Health Sciences Center.

As per the SHP policy on Academic Dismissal (SHP OP ST. 02) students will receive an "intent to dismiss" letter generated by the Office of Admissions and Student Affairs and signed by the Department Chair. This letter will provide information about the student's right to appeal the dismissal. Copies of the letter will be provided to the student, Program Director, Department Chair, and the Associate Dean for Admissions and Student Affairs. For policies and procedures related to behavioral deficiencies and misconduct, refer to the TTUHSC Student Affairs Handbook: Code of Professional and Academic Conduct.

Required Forms

Students should work with their major advisor and Program Director to ensure completion of required forms. All forms should be submitted to the Program Director for placement in the student's file. Copies of all forms are available upon request from the Program Director and on the PhD RS website.

Speech, Language, and Hearing Sciences

The Department of

Speech, Language, and Hearing Sciences

In 1925, Texas Technological College offered a course in the Department of Speech and Theater Arts called "Speech Correction." Ruth Pirtle was the instructor and chairperson at that time. The earliest documented record of a speech correction major is 1928. Ms. Pirtle also established the first speech clinic in the State of Texas. After a period of rapid growth, the clinic received funding from the local Kiwanis Club, and in 1932 became the first free county speech clinic in Texas. Ms. Pirtle left Texas Tech College in 1941. Our best records indicate that she may have joined the war effort as perhaps the Army's first speech pathologist. To our best knowledge, our program is the oldest in the state of Texas, and more importantly, the fifth oldest in the world!

According to Professor Emeritus William K. Ickes (*A Brief History of Speech & Hearing Sciences at Texas Tech University*, 1990), the mid-1950s was a period of dramatic growth. Dr. Bernard Landis was recruited to develop an audiology program. Not long after that, the newly established West Texas Hearing Clinic became the first contract agency affiliated with the State Health Department to distribute hearing aids in Texas.

In 1962, Dr. Ickes joined the faculty at Texas Technological College and helped establish many of the programs now in place at Texas Tech University Health Sciences Center. He also served as the department's chairperson from 1969 to 1976 and continued to serve the department as a "sage advisor" until his death in 2012. The department owes much to Dr. Ickes, and he will forever be considered as one of its founders.

The following two decades are described by Ickes (1990) as the "Golden Years." The program continued to grow in terms of student enrollment and facilities. Funding was abundant by today's standards, owing primarily to federal expenditures. The department also developed a deaf education program in conjunction with the Department of Special Education in the College of Education. The number of faculty reached a total of 15 full-time instructors. Student enrollment was approximately 85 in 1975.

Sometime during the late 1970s and early 1980s, the department was faced with several important issues. Philosophical differences surrounding deaf education, psycho-linguistics, and tenure/promotion criteria were debated. Several faculty members left the university, and the deaf education program was transferred to the Department of Special Education. Unfortunately, the deaf education program would be eliminated from the university in 1993. In 1984, the Southern Association of Colleges and Universities accreditation team visited the campus and recommended that the Department of Speech and Hearing Sciences be transferred to the Texas Tech University Health Sciences Center. This recommendation was made on the basis that the program was more aligned with other health professions programs and would benefit from such a relationship.

Because of the internal differences and a possible transfer to the Texas Tech University Health Sciences Center, Dr. Joe Goodin, then the Dean of the College of Arts & Sciences, appointed a series of interim chairpersons. The department lacked consistent and strong leadership, and like many programs across the country, funding dwindled and student enrollment declined.

In 1989, the faculty agreed to revitalize the program. A new chairperson was appointed, recruitment efforts were increased, and within 2 years the total student enrollment doubled. Departmental funding for faculty research increased over 100%, while clinical revenue increased 50% for the same period. In 1990, Dr. Shirley McManigal, Dean of the School of Health Professions at Texas Tech University Health Sciences Center, initiated a concerted effort to transfer the department. The transfer was completed on September 1, 1993. Dr. Paul Brooke became Dean of the School of Health Professions in August of 1998. In May of 2000, the department and the Speech-Language-Hearing Clinic relocated to a new multi-million dollar facility on the second floor of the Texas Tech University Health Sciences Center. The clinical doctorate in audiology (Au.D.) program began in the fall of 2000. In 2004, a doctoral research program in communication sciences and disorders was added. Dr. Robin Satterwhite became Dean of the School of Health Professions in August of 2012. Dr. Lori Rice-Spearman became Dean of the School of Health Professions in January of 2016. In January of 2018, the Ph.D. program was consolidated to form the new Ph.D. in Rehabilitation Science (RS) with a concentration in Communication Sciences and Disorders (CSD). This program is housed within the Department of Rehabilitation Sciences. The four current programs in the Department of Speech, Language, and Hearing Sciences award degrees as follows: Bachelor of Science (B.S.) in Speech, Language, and Hearing Sciences (traditional and second degree); Master of Science (M.S.) in Speech-Language Pathology; and Clinical Doctorate of Audiology (Au.D.). All programs continue to grow and thrive.

In closing, you are reminded that the department's mission is providing high quality education. The faculty members are dedicated to providing students with a state-of-the-art education and patients with the best quality care possible. The department also recognizes the importance of scholarly research and community involvement and will facilitate efforts to improve both. You are cordially invited to join us in our efforts.

Departmental Organizational Structure

Chairperson

The Chairperson is directly responsible for departmental functions including: serving as a liaison between the departmental personnel and the university administration; conducting performance evaluations; determining merit salary; assigning staff duties; mediating all personnel and/or student grievances; assigning and determining space utilization; coordinating faculty meetings; administering all departmental budgets and accounts payable with recommendation from the Program Directors; determining course instructors; appointing committees; coordinating tenure and/or promotion applications; executing disciplinary actions per the University Operating Procedures Handbook; and reporting to the School of Health Professions Dean.

Program Directors

The Program Directors are responsible for the day-to-day operations of the academic programs and oversight of the clinical operations. Duties include serving as the first point of contact for grievances, course scheduling, and facilities management; assigning faculty members' workloads; participating with the chairperson in annual performance appraisals; monitoring of requirements and completing annual reports related to ASHA Council on Academic Accreditation (CAA) and the Southern Association of Colleges and Schools (SACS) accrediting bodies; maintaining outcome data for the academic and clinical programs; managing the department's Quality Enhancement Plan processes; reviewing students' academic records; and monitoring budgetary matters. The Chairperson may assign other duties.

Clinical Directors

The Clinical Directors assist the Program Directors with matters regarding students' clinical education and the operation of the audiology and speech language pathology clinics. Duties of the Director of Clinical Operations include: managing clinic resources (personnel, space, equipment, and supplies) efficiently and effectively; developing plans for clinical educators' work assignments; maintaining clinical clock hour reports; overseeing clinical revenues and reimbursement; working with staff to manage clinical services; and monitoring safety procedures and regulations. Duties of the Director of Clinical Education include: developing clinical affiliation agreements (i.e., contracts); developing the students' clinical plan of study; overseeing clinical assignments to ensure that students meet requirements in all categories; conducting regular meetings; and monitoring compliance with accreditation standards for clinical education. The Program Directors or Chairperson may assign other duties.

Admissions Committees

The admission committees review all applications to the respective programs of study (i.e., pre-professional & graduate); coordinate graduate applicant interviews; recommend admission or denial to the Chairperson; maintain statistical information relative to student indices (e.g., GRE scores, grade point averages, etc.); execute all admission policies per faculty approval; and report to the Chairperson at each faculty meeting.

Clinical Services Committees

These committees evaluate clinical policies and procedures and make recommendations to the faculty, monitor clinical grading criteria; monitor clerical and logistical matters regarding clinical billing and management. The committees are also responsible for overseeing student support plans and remediation plans for students demonstrating marginal clinical performance. The committee is chaired by a clinical director, and consists of a minimum of two additional members (a clinical educator/faculty member and another faculty member within the Department of Speech, Language and Hearing Sciences).

Financial Assistance Committees

These committees review applications of students who have formally applied for scholarships and assistantships and make recommendations for approval by the Program Directors and Chair. The committees report on student funding at faculty meetings.

Comprehensive Examination Committees

These committees compile the department's written comprehensive examinations; schedule examinations and obtain appropriate space; notify students of their results; and report each student's results to the Program Director and Chairperson.

Curriculum Committees

These committees are responsible for maintaining a dynamic and up-to-date curriculum, including: recommending course additions and deletions; making course modifications; approving credit for off-campus courses; coordinating course rotations; and assuring congruence with accrediting bodies. The Audiology program has the following subcommittee:

Audiology Research Committee

The Research Committee in Audiology serves to coordinate the required clinical research project in audiology. The Committee monitors the research requirements, making recommendations to the Audiology faculty regarding the changes to the process. The Committee monitors student progress through the projects and coordinates the presentation of student research.

Tenure and Promotion Committee

The ad hoc committee reviews applications for tenure and promotion in accordance with departmental, school, and university policies and procedures.

Practice Plan Committee

The committee maintains information concerning revenues generated from clinical services, identifies trends and concerns, and makes recommendations to the Program Directors and Chairperson.

SHP Strategic Plan with SLHS Strategies

I. Academics

Strategic Goal: Provide high-impact innovative educational experiences to all students.

Objective: Promote and provide innovative and effective approaches to teaching and learning that are accessible to all students.

Strategies:

- Provide programs and faculty with guidance and access to cutting-edge resources in order to deliver all course content with universal design and accessibility.
 - SLHS strategy: train faculty, staff, and graduate assistants to prepare accessible documents
- Develop mechanisms for innovative and effective teaching approaches to promote collaboration across the school.
 - SLHS strategy: develop additional interprofessional simulations and use instructional technology to provide training on current clinical equipment, treatment options, and service delivery methods (e.g., create video instructions for using instrumentation)
- Explore and invest in ways to implement and enhance telehealth training within curricula.
 - SLHS strategy: enhance current information in courses and develop repository of telehealth resources
- Assist students, faculty, and staff in effective technology use.
 - SLHS strategy: investigate additional training in telepractice as an option for graduate students

Objective: Enhance student resilience through participation in wellness support activities.

Strategies:

- Provide students information about available wellness resources on and off campus.
- Educate students regarding skills to enhance patient care and reduce burnout.
 - SLHS strategy: incorporate issues of compassion fatigue and burnout into existing coursework

Objective: Prepare students to thrive professionally and personally in a dynamic healthcare environment.

Strategies:

- Develop diverse curricula for effective interprofessional collaboration in delivering patient centered care.
 - SLHS strategy: develop additional and enhance current interprofessional simulations
- Support student, faculty, and staff involvement in interprofessional education experiences.
 - SLHS strategy: arrange at least one joint activity per year involving SLHS students and student groups from TTU (e.g., special education, psychology, engineering)
- Provide mentoring opportunities for students that will help foster a progressive and productive learning environment.
 - SLHS strategy: create self-paced modules on soft skills needed in the workplace, including emotional intelligence
- Support opportunities to enhance social and cultural facets of patient center education.

II. Research

Strategic Goal: Advance scholarly activities among faculty and students by providing an infrastructure and an environment which supports clinical knowledge and practice through collaborative research in basic, applied, and translational sciences.

Objective: Develop a sustainable infrastructure that optimizes resources and increases opportunities for scholarly activities among faculty and students.

Strategies:

- Cultivate opportunities to increase research and scholarly activities.
 - SLHS strategy: increase number of faculty and students who present and/or publish in state, national, and international venues

- Facilitate research and scholarly activity by developing a robust support system.
- Enhance collaborations and partnerships among system campuses and departments, as well as other universities, by facilitating the exchange of ideas.
 - SLHS strategy: begin to develop a registered IPE activity focused on the value of collaborative research

Objective: Expand external funding opportunities and outcomes.

Strategies:

- Grow internal funding opportunities that produce preliminary data supporting external funding application success.
 - SLHS strategy: identify additional sources of potential funding (e.g., private foundations, corporate partners, private donors)
- Develop learning opportunities for acquiring external funding to include grants and alternative funding resources.
- Hire personnel who will guide faculty in research protocol development and IRB submission, mentor faculty in grant resource identification and proposal writing, and support statistical data management.
 - SLHS strategy: work with SHP Office of Research to create templates and language to make grant submission more efficient

Objective: Support the TTUHSC institutional research office.

Strategies:

- Support SHP faculty involvement with the TTUHSC database system to increase collaborations.
- Create a sustainable research office system that can be adopted across other schools at TTUHSC.
- Grow initiatives and collaborations centered on innovation, commercialization, and entrepreneurship.

III. Service & Outreach

Service Strategic Goal: Promote health and wellness of communities through the provision of care utilizing innovative technologies and services.

Objective: Reduce disparities by increasing access to healthcare, including delivery of services through telehealth practices.

Strategies:

- Invest in telehealth equipment and training for relevant faculty and staff.
- Target under served, and never-served, regions (counties) within our communities for new service delivery contracts/expansions.
- Create a repository of telehealth information related to the specific professions/departments within SHP.
- SLHS strategy: increase/organize telehealth resources in student LMS

Objective: Promote or engage in the Health Professions Practice Income Plan.

Strategies:

- Provide or support opportunities for faculty to obtain/pursue advanced training and certifications as applicable to meet specialty practice needs.
- Evaluate opportunities to participate in the Health Professions Practice Income Plan.
 - SLHS strategy: pursue additional contracts and maximize income from existing contracts
 - SLHS strategy: investigate opportunities for new/expanded professional services contracts

Outreach Strategic Goal: Impact the communities served by TTUHSC through community collaboration, connections, and outreach.

Objective: Increase the frequency and diversity of programs offered to the communities we serve.

Strategies:

- Collaborate with the development office to increase funding for services (through donations and/or grants).
 - SLHS strategy: develop list for use with potential funding
- Promote awareness of the SHP offerings through media and social networks.
 - SLHS strategy: promote clinical services by developing infographics and/or video clips for our website
 - SLHS strategy: consistently provide information about clinical services for inclusion in SHP's social media efforts
- Expand offerings for interprofessional programs offered throughout our communities.

IV. People

Strategic Goal: Foster a diverse SHP community that exemplifies our values-based culture and wellness, and contributes to faculty and staff satisfaction.

Objective: Nurture growth, diversity, and success of all SHP team members through enhancement of personal and professional competencies.

Strategies:

- Provide personal and professional development opportunities/training based on coaching plans and faculty appraisals.
 - SLHS strategy: manage clinic schedule to support staff participation in OPD webinars and other trainings
- Incorporate our values-based culture into performance evaluations.
- Evaluate satisfaction surveys to determine areas for improvement.
 - SLHS strategy: consistently survey Speech and Hearing Clinic patients to obtain feedback
- Provide wellness development opportunities and resources for faculty and staff.
 - SLHS strategy: support/expand activities of SLHS Social Committee. Invite speaker on topic of wellness to future faculty meetings/retreat.
- Recruit and retain a competent and diverse workforce aligned with our values-based culture.
- Explore the creation of a formal mentoring program for faculty and staff.

V. Operations

Strategic Goal: Build and sustain an infrastructure that operates effectively and efficiently to meet the mission of the school and the needs of students, faculty, and staff.

Objective: Devise and maintain strategies to systematically strengthen long and short term fiscal stability. **Strategies:**

- Review business processes to ensure flexibility, efficiency and effectiveness.
- Align the school's internal budget process to distribute resources on the basis of strategic priorities.
- Conduct annual campus meetings to improve communication and enhance collaboration between campuses.
- Conduct annual budget hearings with departments to ensure effective and efficient allocation of financial resources.
- Develop an integrated planning process and annual program plans for renovations, projects, and space.

Objective: Support prospective and admitted students through a variety of resources and interactions that lead to admission, retention, leadership and professional development.

Strategies:

- Implement plans to ensure student enrollment reaches or maintains a level which supports financial stability.
 - SLHS strategy: Partner with SHP Office of Admissions and Student Affairs to utilize technology (e.g., virtual open house, virtual clinic tours) and develop recruiting efforts targeting under-represented groups.
- Provide more comprehensive data in order to set enrollment targets and manage initiatives which lead to optimum recruitment, enrollment, retention, professional development and degree completion.
- Develop new academic programs consistent with the mission and goals of the school and university.

Objective: Support the school in meeting its strategic, operational, and educational objectives through the provision of appropriate technology solutions and services, as well as provide for a technology infrastructure that supports future growth.

Strategies:

- Allocate resources for training and development in technology.
- Invest in infrastructure and technology upgrades.
- Explore new and emerging technologies (e.g., hardware and software) that improve and enhance innovation in teaching, learning, and research.

Code of Ethics of the American Academy of Audiology

Preamble

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

PART I. STATEMENT OF PRINCIPLES AND RULES

PRINCIPLE 1:

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

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

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

PRINCIPLE 2:

Members shall maintain high standards of professional competence in rendering services.

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

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

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

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

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

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

PRINCIPLE 3:

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

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

PRINCIPLE 4:

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

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

Rule 4b: Individuals shall not charge for services not rendered.
Rule 4c: Individuals shall not participate in activities that constitute a conflict of professional interest.
Rule 4d: Individuals using investigational procedures with human participants or prospectively collecting research data from human participants shall obtain full informed consent from the participants or legal representatives. Members conducting research with human participants or animals shall follow accepted standards, such as those promulgated in the current Responsible Conduct of Research by the U.S. Office of Research Integrity.

PRINCIPLE 5:

Members shall provide accurate information about the nature and management of communicative disorders and about the services and products offered.
Rule 5a: Individuals shall provide persons served with the information a reasonable person would want to know about the nature and possible effects of services rendered, or products provided or research being conducted.
Rule 5b: Individuals may make a statement of prognosis, but shall not guarantee results, mislead, or misinform persons served or studied.
Rule 5c: Individuals shall conduct and report product-related research only according to accepted standards of research practice.
Rule 5d: Individuals shall not carry out teaching or research activities in a manner that constitutes an invasion of privacy or that fails to inform persons fully about the nature and possible effects of these activities, affording all persons informed free choice of participation.
Rule 5e: Individuals shall maintain accurate documentation of services rendered according to accepted medical, legal, and professional standards and requirements.

PRINCIPLE 6:

Members shall comply with the ethical standards of the Academy with regard to public statements or publication.
Rule 6a: Individuals shall not misrepresent their educational degrees, training, credentials, or competence. Only degrees earned from regionally accredited institutions in which training was obtained in audiology, or a directly related discipline, may be used in public statements concerning professional services.
Rule 6b: Individuals' public statements about professional services, products or research results shall not contain representations or claims that are false, misleading, or deceptive.

PRINCIPLE 7:

Members shall honor their responsibilities to the public and to professional colleagues.
Rule 7a: Individuals shall not use professional or commercial affiliations in any way that would limit services to or mislead patients or colleagues.
Rule 7b: Individuals shall inform colleagues and the public in an objective manner consistent with professional standards about products and services they have developed or research they have conducted.

PRINCIPLE 8:

Members shall uphold the dignity of the profession and freely accept the Academy's self-imposed standards.
Rule 8a: Individuals shall not violate these Principles and Rules, nor attempt to circumvent them.
Rule 8b: Individuals shall not engage in dishonesty or illegal conduct that adversely reflects on the profession.
Rule 8c: Individuals shall inform the Ethical Practices Committee when there are reasons to believe that a member of the Academy may have been in noncompliance with the Code of Ethics.
Rule 8d: Individuals shall fully cooperate with reviews being conducted by the Ethical Practices Committee in any matter related to the Code of Ethics.

AAA Code of Ethics, February 2018. Available from <https://www.audiology.org/publications-resources/document-library/code-ethics>)

Code of Ethics
American Speech-Language & Hearing Association

Preamble

The American Speech-Language-Hearing Association (ASHA; hereafter, also known as "The Association") has been committed to a framework of common principles and standards of practice since ASHA's inception in 1925. This commitment was formalized in 1952 as the Association's first Code of Ethics. This Code has been modified and adapted as society and the professions have changed. The Code of Ethics reflects what we value as professionals and establishes expectations for our scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility. The ASHA Code of Ethics is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The ASHA Code of Ethics is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. The Code is partly obligatory and disciplinary and partly aspirational and descriptive in that it defines the professional's role. The Code educates professionals in the discipline, as well as students, other professionals, and the public, regarding ethical principles and standards that direct professional conduct.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose and is applicable to the following individuals:

- a member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)
- a member of the Association not holding the Certificate of Clinical Competence (CCC)
- a nonmember of the Association holding the Certificate of Clinical Competence (CCC)
- an applicant for certification, or for membership and certification

By holding ASHA certification or membership, or through application for such, all individuals are automatically subject to the jurisdiction of the Board of Ethics for ethics complaint adjudication. Individuals who provide clinical services and who also desire membership in the Association must hold the CCC.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one's professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

Principle of Ethics I

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

Rules of Ethics

- A. Individuals shall provide all clinical services and scientific activities competently.
- B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- G. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.
- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.
- J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
- K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.
- O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
- R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
- T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

Principle of Ethics II

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

Rules of Ethics

- A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
- B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.
- D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
- F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.
- G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.
- H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

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

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

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

- Rules of Ethics**
- A. Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.
 - B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.
 - C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
 - D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
 - E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
 - F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.
 - G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
 - H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
 - I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
 - J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
 - K. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
 - L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.
 - M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
 - N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.
 - O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
 - P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.
 - Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
 - R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
 - S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.
 - T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

(American Speech-Language-Hearing Association. (2016). Code of ethics [Ethics]. Available from (<https://www.asha.org/Code-of-Ethics/>)

Speech, Language and Hearing Sciences Department Policies

Academic and Clinical Advising
Because the programs in the Department of Speech, Language, and Hearing Sciences have lock-step curricula (i.e., all student take courses in the same sequence), students typically do not receive individual advising about course registration. However, any student who requires individual advising can request a meeting with their program director. All students receive information about required courses prior to each open enrollment period, via the orientation website for new students and via email for established students. Graduate students receive additional advising during academic and clinical Plan of Study meetings which are conducted at least annually.

Students' role in the advising process is to:

- Give thoughtful consideration to personal career goals.
- Be responsible for monitoring progress toward graduation, and the requirements for certification and licensure.
- Understand the basic structure of the curriculum and its requirements in order to ask meaningful questions.
- Attend Plan of Study meetings for graduate students, or scheduled group advising sessions for undergraduates.

The student and instructor or program director can collaborate to enhance the basic curriculum requirements to meet student career goals. Seeking learning opportunities beyond the required coursework through participation in student organizations, independent studies, and mentorships with faculty will enhance professional development.

Attendance
Responsibility for class and clinical/laboratory attendance rests with the student. Attendance is expected for all School of Health Professions classes and laboratories. Excessive tardiness or absences will be considered unprofessional behavior, which may eventually lead to dismissal from the program.

The effect of absences on grades is determined by the instructor, who will specify those effects at the outset of a given course. When absence jeopardizes a student's standing in a class, it is the responsibility of the instructor to report that fact to the student and to the Program Director. Excessive absences can constitute cause for dropping a student from class; in such a case the grade of W/F will be given (withdraw/failing).

Students are expected to notify the course instructor in advance by personal communication (telephone or email) if they are unable to attend a lecture, exam, or clinical experience. A student who fails to attend any class for any reason is responsible for the class material, assignments, examinations, announcements, etc. to the same extent as students who attend the class. In case of an illness that will require absence from class for more than one week, the student must notify his or her program director. The program director will inform the student's instructors. In case of class absence because of a brief illness, the student informs the instructor directly. For extended absences, the student should provide documentation of an illness or family emergency.

Certification and Licensure
The graduate programs in speech-language pathology and audiology are designed to allow students to meet the academic and clinical requirements for certification by the American Speech-Language-Hearing Association and licensure from the state of Texas. The program director verifies satisfactory completion of both undergraduate and graduate academic course work, clinical practicum, and knowledge and skills requirements for certification and licensure.

Complaints/Grievances
Contact the Office of Admissions and Student Affairs (743-3220) for information about filing academic grade appeals and non-academic grievances. (Related policies are available at <https://hscweb.ttuhsoc.edu/health-professions/current/policies.aspx>).
Students with complaints about the Department of Speech, Language, and Hearing Sciences may contact the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) at the American Speech-Language-Hearing Association, 2200 Research Boulevard, Rockville, Maryland 20850-3289, or call the CAA office at 301-296-5748.

Confidentiality
Through clinical activities and attendance at staffings, seminars and other meetings, students will obtain certain information about patients seen in the clinic or in related service programs. It should be emphasized that such information about a patient is confidential and must be treated in a professional manner. All discussion of such information should be confined to the Speech and Hearing Clinic and classes or seminars in the professional areas of speech-language pathology and audiology. Students should be especially careful about discussing cases in public areas (e.g., waiting room, clinic hallways) or via any unsecured electronic means, including mobile storage devices (e.g., flash drives, CDs), unsecured emails, or social media (e.g., Facebook, Twitter).

It is unacceptable for any School of Health Professions Student to interact with any patient or client outside of the scope of clinical practice. This includes any and all social networking sites including but not limited to Facebook, Twitter, Instagram, LinkedIn, Snapchat, text messaging and email.

Students must follow the guidelines set forth for HIPAA regarding patient confidentiality of private health information. (For further information and regulations see HSC OP 52.09 <https://www.ttuhsoc.edu/administration/documents/ops/op52/op5209.pdf>). Each student must sign a Confidentiality Statement which is placed in his/her permanent file. The purpose of this statement is to ensure the confidentiality of our patients, students, faculty, staff, and other personnel at Texas Tech University Health Sciences Center. Forms will be distributed in clinic meetings.

Consensual Relationships
Consensual relationships between a student and a supervisor, patient or other persons at clinical experience sites constitute (1) conflicts of interest, (2) unprofessional conduct, (3) breach of trust, and/or (4) appearances of impropriety, any of which may impair the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical experience relationship; (2) exploiting subordinate faculty, staff, employees, or students and the possible professional or academic disadvantage of third parties; and (3) subjecting TTUHSC, the clinical sites, and the individuals to the risk of liability.

Therefore, the SLHS programs strictly prohibit any such relationship as described above, whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should such relationships develop, faculty, staff, preceptors and students who become aware of the relationship have the obligation to disclose the existence of the relationship to the Program Director. Furthermore, a relationship between a student and a high school student or minor at any clinical site with whom the SLHS program has a clinical contract is strictly prohibited during the entire time that the SLHS student is enrolled in a SLHS program; violation of this prohibition may result in dismissal from the program.(See TTUHSC OP 51.03.)

To maintain an environment that supports the department's educational goals, the relationship between faculty and students should be that of teacher and scholar. According to Texas Tech University Health Sciences Center Operating Policy and Procedure (HSC OP 70.56), consensual relationships between faculty and students "constitute (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety and question the validity of consent." Such relationships cause or create the appearance of favoritism or unfairness, or are exploitive in nature. As such, consensual relationships are prohibited by TTUHSC.

CPR Certification
Graduate students in the Speech-Language and Hearing Sciences department may need to obtain CPR training. The CPR certification may be required for certain externship placements and is recommended for all patient care situations.

Credit by Examination and Transfer of Credit

Credit by examination is not offered for courses in the Department of Speech, Language, and Hearing Sciences. The undergraduate SLHS program accepts transfer of core curriculum courses completed at institutions fully accredited by a regional accrediting organization. The graduate programs in Speech-Language Pathology and Audiology do not accept transfer credit.

Criminal Background Check

Students are required to obtain a Criminal Background Check (CBC) after admission but prior to starting classes, and may be required to obtain an additional CBC prior to placement in certain externship sites. The CBC allows the university to evaluate whether students are eligible to participate in clinical care at TTUHSC or participating institutions. Students should also be advised that the Texas Department of Licensing and Regulation (TDLR) for Speech-Language Pathology and Audiology may deny a license to an applicant because of conviction for a felony or misdemeanor if the crime directly relates to the professional duties of a speech-language pathologist or audiologist. Felonies and misdemeanors which directly relate to professional practice include, but are not limited to: practicing speech-language pathology or audiology without a license; failing to report child abuse or neglect; deceptive business practices; Title 5 offenses (homicide, kidnapping, assault or sexual assault); Title 7 offenses (arson, burglary, theft, insurance fraud, money laundering, or computer crimes); Title 8 offenses (bribery, perjury, obstructing governmental operation, or abuse of public office); Title 9 offenses (disorderly conduct, or public indecency); and Title 10 offenses (possession of weapons, gambling, alcoholic beverage offenses, or conduct affecting public health). (Reference: 22 TAC, Chapter 741.200 Licensing of Persons with Criminal Convictions)

Drug Testing

Students who must complete clinical rotations as a requirement of the degree program may be placed at an affiliated entity that requires additional background checks, health screenings, and/or drug testing. Students who cannot participate in clinical rotations due to a positive drug screening may be unable to fulfill the requirements of the degree program. See SHP OP ST.21 for procedures and additional information.

Financial Aid & Scholarships

The department supports students financially by awarding a limited number of graduate assistantships. Students interested in applying for graduate assistantships from the department must complete an application form and submit it to the Program Director by the posted deadline each year. Recipients are notified of their award before the fall semester begins.

Upon admission, students may be awarded a competitive School of Health Professions scholarship, and they may apply for additional scholarships through the SHP scholarship committee. Additional financial assistance may be sought from the institution. Financial aid information is available through the Office of Student Financial Aid (743-3025) or (<https://www.ttuhs.edu/financial-aid/default.aspx>).

Health Insurance

You are required by TTUHSC to pay a Medical Service Fee each semester. With this fee you can access healthcare in a TTUHSC clinic and see a nurse or physician at no charge for minimal or limited minor problems.

The School of Health Professions (OP ST.11) requires that each student maintain health insurance to cover major medical, emergency care, specialty care, and pharmacy services. **Please note:** Externship sites may require proof of health insurance. Any student who cannot provide current health insurance documentation at the time requested, may be denied access to clinical experiences and/or subject to disciplinary action.

The Texas Tech University Health Sciences Center provides students the opportunity to purchase health insurance through a private carrier. Students may contact the Health Sciences Center, Office of Student Services for more information concerning purchasing health insurance (806-743-2300).

International Program Participation

TTUHSC students have the opportunity to participate in two types of international programs: faculty-led (faculty members design the program and accompany students abroad) and institutional programs at approved sites (approved teaching hospitals and other health-related organizations with which TTUHSC has an agreement). Students may NOT participate in programs in countries on the Department of State's current Travel Warning. Participation in any international program begins with the School-specific approval process. For students in the Department of Speech, Language, and Hearing Sciences these are the policies and procedures:

1. Students must be in good academic standing at the time they request approval to participate in an international program, and at the time of the trip.
2. Students may be approved for programs which occur during Spring Break or semester breaks. Students will not be approved for programs which conflict with classes or clinical assignments.
3. Students must request approval from their Program Director.
4. After receiving approval from the Program Director, students must enroll in the International Health course. (There is no charge for this course.)
5. If selected for travel, the Office of Global Health will guide students through the pre-departure procedures, which include attending team meetings, completing online educational modules, obtaining a passport, arranging travel, and updating immunizations.

Students may apply for an International Education Fee Award through the Office of Global Health. If selected, the award will offset a portion of the student's cost of participation in an approved international program.

Eligibility

Students must be eligible to participate in the international program at the time of travel. Students must be enrolled in School of Health Professions' courses the semester of travel. Eligibility requirements include, but are not limited to, the student's professional conduct and academic standing. If a student has failed a course in the semester immediately prior to travel; is failing a course during the semester of travel; or is on probation for any reason, the student will not be allowed to travel as a part of the TTUHSC team. If a student has received a Complaint of Misconduct and the complaint has not been resolved prior to the travel date, the student is not eligible to participate in that specific trip. Each student shall verify eligibility requirements with the Program Director and Office of Global Health prior to participation.

Cancellation/Refunds

TTUHSC and the School of Health Professions are not responsible for reimbursement for financial losses as a result of a student cancelling travel or losing eligibility to participate in the international program. These financial losses may include but are not limited to airline fares, payment to country host, or any other expenses incurred for student international travel.

Photocopy Machines

A photocopy machine has also been provided for student use. It is located in the clinicians' workroom (2A318). Students may not use the copy machine located in the faculty work area unless given permission by the department's Office Manager. Reproduction of copyrighted materials is not permitted without the written consent of the author(s) and/or publisher(s) unless stated otherwise within the document.

Professional Liability

All students are required to have professional liability insurance. The insurance is furnished through a group policy and is included in the academic fees that students pay each year. The policy covers students in any clinical activity related to the degree program. The policy does not cover students in work-related activities (i.e., students employed in clinical settings).

Professional Organizations

Students are encouraged to join the National Student Speech-Language-Hearing Association (NSSLHA) and the Texas Speech-Language-Hearing Association (TSHA). NSSLHA is the national organization for students interested in the study of normal and disordered communication. NSSLHA has more than 13,000 members, with chapters in more than 300 university programs. The Texas Tech University Health Sciences Center has a local chapter of NSSLHA, and students are strongly encouraged to join the local chapter as well as the national association. Students have opportunities to participate in leadership opportunities at the local level when they belong to the TTUHSC-NSSLHA. TSHA offers a student membership to anyone who is enrolled in at least 6 hours in an accredited university program in communication disorders. Membership in professional associations is an important part of the profession and offers numerous benefits. Students receive journals, newsletters, discounted conference fees, significant savings when converting from student to professional membership, and access to resources which facilitate their understanding of the profession. Students may also be interested in joining the South Plains Speech-Language-Hearing Association (SPSHA), which is the professional association for speech-language pathologists and audiologists in the Lubbock area. Membership information can be obtained through the Department or by calling NSSLHA at (800) 498-2071 and TSHA at (888) SAY-TSHA.

Students interested in audiology are encouraged to join the Student Academy of Audiology (SAA) and the National Student Speech Language Hearing Association (NSSLHA). The SAA is the nationally recognized student organization for Au.D. students. NSSLHA is the national organization for students interested in the study of normal and disordered communication. Membership in professional associations is an important part of the profession and offers numerous benefits. Students receive journals, newsletters, discounted conference fees, significant savings when converting from student to professional membership, and access to resources which facilitate their understanding of the profession. Membership information can be obtained through the Department or through the SAA information on the AAA website (<https://memberportal.audiology.org/Membership/Apply-for-Student-Membership>).

Students may run for election for a variety of service positions to the local chapter of the National Student Speech-Language-Hearing Association (NSSLHA) and the Student Academy of Audiology (SAA).

Room Access

The Program Directors schedule classroom use through Facilities. Please contact your Program Director if you would like to use a classroom for a school-related function. Graduate students may obtain permission from their Program Director to have access to a key for after-hours access to the department. The after-hours access is only for the completion of class, clinic, or laboratory-related assignments. The students must ensure that departmental doors remain locked at all times. Students must comply with physical facilities' lost key requirements and must return the key prior to graduation.

Student Expectations

Academic Integrity

It is the aim of the faculty of the School of Health Professions to foster a spirit of complete honesty and high standards of integrity. The attempt of students to represent as their own any work which they have not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, including suspension and, for any second offense, dismissal.

Cheating

Examples of cheating include dishonesty of any kind on examinations and quizzes or on written assignments; illegal possession of examinations; the use of unauthorized notes during an examination or quiz; obtaining information during an examination from the examination paper or otherwise from another student; assisting others to cheat; alteration of grade records or illegal entry; or unauthorized presence in an office. These examples are not intended to constitute the specifics of situations; rather, they convey the nature of this offense. Complete honesty is required of students in the presentation of any and all phases of coursework as their own. This applies to quizzes of whatever length, as well as to final examinations, to daily reports, to term papers and to clinical performance.

Plagiarism

Offering the work of another as one's own, without proper acknowledgment, is plagiarism. Any student is guilty of plagiarism who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines, websites, films and other reference works, or from the themes, reports or other writings of a fellow student.

Assumptions About Student Performance.

The following assumptions apply to the manner in which each student is expected to meet the objectives of every course. Since all of these expectations apply to each course, these standard expectations are not repeated in each course document. These assumptions are as follows:

- The student demonstrates a systematic, safe, accurate, timely, and efficient approach to the accomplishment of each objective and demonstrates the efficient use of materials in each activity.
- Adequate time is devoted to class and clinical activities and to preparation for each of those to meet the stated objective (i.e., 3 hours per credit hour).
- Academic integrity is demonstrated in each element of the student's performance.
- Ethical behavior appropriate to the standards of a developing professional is maintained at all times, particularly in relation to maintaining the confidentiality of information regarding patients or clients.
- Each student maintains appropriate personal health status to accomplish the expectations of the program.

Student preparedness

Students should be mentally and physically prepared to cope with a rigorous curriculum in communication disorders. Students should carefully organize their activities in order to succeed. Those who need assistance with managing the demands of the program are encouraged to contact the Program of Assistance for Students (PAS) at 806-743-1327 or 1-800-327-0328. The department also works with students to provide tutors and develop remediation plans designed to supplement knowledge or skill areas.

The faculty and staff truly want you to succeed. There is no greater satisfaction to the faculty than to hear about the excellent contributions made by our graduates. While we recognize the rigor (and in fact foster it), we know too that a well-earned degree is far more valuable than a token degree from a less challenging program.

Professional behavior

All students are expected to exhibit consistent professional conduct in the classroom, lab, and clinic. Disruptive behaviors can include, but are not limited to, behaviors such as tardiness, leaving early, offensive remarks, talking to others, and reading newspapers or magazines. Cellular phone / electronic device use is not permitted during class, lab, or clinic. This includes use of such devices for speaking, texting, instant messaging, and/or internet use. This does not preclude use of electronic devices for taking notes in class. Students who do not exhibit professional behaviors may be subject to disciplinary actions.

Social Media

It is prohibited for any SLHS student to interact with any patient or client outside the scope of clinical practice while the student is enrolled or on leave of absence from a SLHS program. Prohibited interaction includes any and all social networking sites including, but not limited to, Facebook, Twitter, Instagram, LinkedIn, Snapchat.

Student Services

Students should contact Student Services (743-2300) or check the website (<https://www.ttuhs.edu/student-services/>) for more information on these topics:

- ADA compliance
- Counseling
- Graduation
- HSC Student Senate
- Legal advice
- Red to Black financial assistance
- Residency appeals
- Student events
- Student insurance
- Student Announcement Page (<https://www.ttuhs.edu/>)
- ID Cards

Bachelor of Science in Speech, Language, and Hearing Sciences Traditional and Post-Baccalaureate Second Degree

SLHS Program Information

Bachelor of Science in Speech, Language, and Hearing Sciences Program Traditional and Post-Baccalaureate Second Degree Programs

Mission Statement

The mission of the Undergraduate Program in Speech, Language, and Hearing Sciences within the Department of Speech, Language, and Hearing Sciences (SLHS) is to provide undergraduate students the educational and clinical foundation to pursue further academic endeavors or employment related to quality health care and service for individuals with communication disorders.

Speech-Language and Hearing Sciences Learning Outcomes (undergraduate)

Upon completion of the speech-language and hearing sciences undergraduate program, students will be able to: (Examples of assignments the students will complete to accomplish the Learning Outcome)

Identify major anatomical structures and physiological processes underlying speech, hearing, and swallowing (Written exams, lab practicals)

Obtain, transcribe, and analyze speech-language samples at a basic level (Course projects, sample analysis on exams)

Summarize the ramifications of different cultural, linguistic, and/or dialectal backgrounds on communication (Written exams, multicultural class project)

Identify major milestones of typical speech and language development and factors which place individuals at risk for communication disorders (e.g., hearing loss, neurogenic issues) (Written exams)

Communicate effectively, both orally and in writing (Observation lab reports, article abstracts, class presentations)

Utilize effective interpersonal communication skills in the exchange of information and collaboration with peers and healthcare professionals (Interprofessional education course modules and project completion)

Demonstrate general education competencies adopted by the TTUHSC for all undergraduate degree programs (Exam prior to graduation)

Speech-Language and Hearing Sciences Undergraduate Program

Technical Standards

The technical standards of the Department of Speech, Language, and Hearing Sciences reflect the functions that are considered essential to the pre-professions of audiology and speech-language pathology. Ability to meet these technical standards is required for admission to the undergraduate program and must be maintained throughout the time a student is enrolled in the program. These standards are subject to amendment based on changes in health care/scope of practice.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully in our department. Any student with a disability who is accepted to the undergraduate program must contact the 504 coordinator in the TTUHSC Office of Student Services as soon as possible. The coordinator will evaluate the student, confirm that the stated condition qualifies as a disability under applicable laws, and determine what accommodations are reasonable. To successfully complete the undergraduate program in the Department of Speech, Language, and Hearing Sciences, an individual must meet the following technical standards:

- Observation**
Observe patients' activity and behavior accurately during assessment and treatment procedures.

Accurately monitor, through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients.
- Communication**
Communicate professionally (orally and in writing) as required for coursework and clinical practicum to ensure patient safety.

Use technology to meet requirements of courses and clinical practicum (e.g., computer skills including but not limited to internet access, word processing and spreadsheet programs, learning management systems, and electronic health records).
- Cognition**
Comprehend, integrate, and synthesize a large body of information in a short period of time.

Read, comprehend, record, and interpret information accurately from diagnostic tests, equipment, and patient records to ensure patient safety.

Accurately self-assess clinical skills and academic performance.
- Social Behavioral Skills**
Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, and patients' families during clinical and academic interactions.

Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical situations.

Conduct oneself in an ethical and legal manner, demonstrating honesty, integrity, and professionalism in all interactions and situations.
- Motor Skills**
Sustain necessary physical activity level required for classroom and clinical activities during the defined workday.

Efficiently manipulate testing and treatment environment, materials, and equipment.

Access transportation to attend academic courses.

I understand and acknowledge that I must meet the technical standards required for this degree program in order to complete the program.

Undergraduate Enrollment in Graduate Courses

Undergraduates who have at least a 3.0 GPA in the major may enroll for courses carrying graduate credit, subject to the approval of the course instructor and the graduate program director. Undergraduates permitted to enroll for graduate work are expected to receive their bachelor's degree within a year of their first graduate enrollment. An undergraduate may not receive credit for more than 12 semester hours of graduate work prior to admission to the graduate program.

Admission Standards for the Undergraduate SLHS Program

Admission standards for the traditional SLHS program include a cumulative GPA of 2.5 (on a 4.0 scale). Placement in the undergraduate program is competitive; meeting the minimum requirements does not guarantee a student will be admitted. Admission standards for the post-baccalaureate second degree SLHS program include a cumulative GPA of 3.0 (on a 4.0 scale) and a bachelor's degree from an accredited university. Placement in the undergraduate program is competitive; meeting the minimum requirements does not guarantee a student will be admitted.

Academic Counseling Criteria

The SLHS curriculum is designed in a lock-step structure which is different in some ways from a traditional undergraduate format. Students are required to take classes in a set schedule of semesters that are fixed at the start of the program. Unless they intend to withdraw or take a leave of absence from the program, students are not permitted to vary from this schedule.

Each term, the faculty will review students' performance at mid-semester. If there are concerns about a student's academic or clinical work, the student will receive a letter from the Program Director, instructing him or her to meet with the instructor(s) and Program Director to discuss the concerns and to determine what measures the student needs to take to return to good academic standing. Copies of all warning letters will be placed in the student's file.

Following are the consequences for failing to maintain good academic standing in the Department of Speech, Language, and Hearing Sciences:

Probation and Dismissal Policies

To remain in good academic standing, undergraduate students must maintain a 2.50 TTUHSC cumulative GPA and earn a "C" or higher in all required courses.

Academic Probation

An undergraduate student will be placed on academic probation for one or more of the following reasons:

- Failure to maintain a TTUHSC cumulative GPA of 2.50 or higher
 - A student placed on academic probation due to low cumulative GPA (below 2.50) will remain on academic probation until the TTUHSC cumulative GPA is raised to 2.50 or higher. The student may not remain on academic probation for reasons of low TTUHSC cumulative GPA for two or more semesters total during their enrollment in the program.
- Receiving a grade of "D" or "F" in any course
 - Students placed on academic probation due to receiving a grade of "D" or "F" must obtain a passing grade ("C" or better) in the course the next time the course is offered in the curriculum. For coursework that is repeated under such circumstances, both the original and the repeated course grades are used to calculate cumulative GPA, and both grades will appear on the student grade transcript. The student must meet minimum cumulative GPA requirements to remain in the program.
- Failure by the student to meet the above requirements for removal from academic probation will result in a recommendation from the program director to the department chair that the student be dismissed from the program for reasons of academic deficiency.

Per the SHP policy on Academic Probation, students will be notified that they are being placed on academic probation via a letter from the Program Director. Copies of the letter will be provided to the student, the Program Director, the Department Chair, and the Associate Dean of the Office of Admissions and Student Affairs. (Policies of the School of Health Professions can be accessed through the following URL: <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>).

Dismissal from the Program

An undergraduate student will be subject to dismissal for any of the following reasons:

- Failure to be released from academic probation within the time frame specified in the "Academic Probation" section above.
- Earning a grade of "D" or "F" while on academic probation.
- Earning a grade of "D" or "F" in a repeated course.
- Earning a grade of "D" or "F" in more than one course within the program.
- Violating the TTUHSC Student Code of Professional conduct.

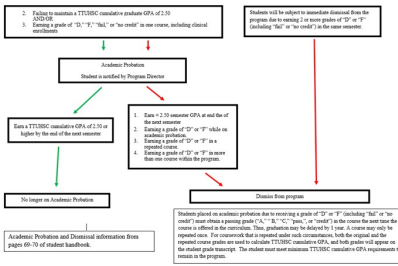
Dismissal procedures will follow the dismissal policy established by the TTUHSC Student Code of Professional Conduct or the School of Health Professions.

Any clinical enrollment (e.g., HPSH 4380) completed with a D or F (including "fail" or "no credit") will result in loss of all clinical experience hours obtained during the semester.

A student who has been academically dismissed from the Speech, Language, and Hearing Sciences program is ineligible for readmission into the program.

SLHS Program Academic Probation Flowchart

Flowchart: Academic Probation for Undergraduate Program



SLHS Program Mission Statement

Mission Statement

The mission of the Undergraduate Program in Speech, Language, and Hearing Sciences within the Department of Speech, Language, and Hearing Sciences (SLHS) is to provide undergraduate students the educational and clinical foundation to pursue further academic endeavors or employment related to quality health care and service for individuals with communication disorders.

SLHS Technical Standards

Speech-Language and Hearing Sciences Undergraduate Program Technical Standards

The technical standards of the Department of Speech, Language, and Hearing Sciences reflect the functions that are considered essential to the pre-professions of audiology and speech-language pathology. Ability to meet these technical standards is required for admission to the undergraduate program and must be maintained throughout the time a student is enrolled in the program. These standards are subject to amendment based on changes in health care/scope of practice.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully in our department. Any student with a disability who is accepted to the undergraduate program must contact the 504 coordinator in the TTUHSC Office of Student Services as soon as possible. The coordinator will evaluate the student, confirm that the stated condition qualifies as a disability under applicable laws, and determine what accommodations are reasonable.

To successfully complete the undergraduate program in the Department of Speech, Language, and Hearing Sciences, an individual must meet the following technical standards:

- 1. Observation**
Observe patients' activity and behavior accurately during assessment and treatment procedures.

Accurately monitor, through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients.
- 2. Communication**
Communicate professionally (orally and in writing) as required for coursework and clinical practicum to ensure patient safety.

Use technology to meet requirements of courses and clinical practicum (e.g., computer skills including but not limited to internet access, word processing and spreadsheet programs, learning management systems, and electronic health records).
- 3. Cognition**
Comprehend, integrate, and synthesize a large body of information in a short period of time.

Read, comprehend, record, and interpret information accurately from diagnostic tests, equipment, and patient records to ensure patient safety.

Accurately self-assess clinical skills and academic performance.
- 4. Social Behavioral Skills**
Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, and patients' families during clinical and academic interactions.

Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical situations.

Conduct oneself in an ethical and legal manner, demonstrating honesty, integrity, and professionalism in all interactions and situations.
- 5. Motor Skills**
Sustain necessary physical activity level required for classroom and clinical activities during the defined workday.

Efficiently manipulate testing and treatment environment, materials, and equipment.

Access transportation to attend academic courses.

I understand and acknowledge that I must meet the technical standards required for this degree program in order to complete the program.

SLHS Academic Progression and Counseling Policies

Academic Counseling Criteria

Each term, the faculty will review students' performance at mid-semester. If there are concerns about a student's academic or clinical work, the student will receive a letter from the Program Director, instructing him or her to meet with the instructor(s) and Program Director to discuss the concerns and to determine what measures the student needs to take to return to good academic standing. Copies of all warning letters will be placed in the student's file.

Following are the consequences for failing to maintain good academic standing in the Department of Speech, Language, and Hearing Sciences:

Academic Counseling Criteria

The SLHS curriculum is designed in a lock-step structure which is different in some ways from a traditional undergraduate format. Students are required to take classes in a set schedule of semesters that are fixed at the start of the program. Unless they intend to withdraw or take a leave of absence from the program, students are not permitted to vary from this schedule.

Each term, the faculty will review students' performance at mid-semester. If there are concerns about a student's academic or clinical work, the student will receive a letter from the Program Director, instructing him or her to meet with the instructor(s) and Program Director to discuss the concerns and to determine what measures the student needs to take to return to good academic standing. Copies of all warning letters will be placed in the student's file.

Following are the consequences for failing to maintain good academic standing in the Department of Speech, Language, and Hearing Sciences:

Probation and Dismissal Policies

To remain in good academic standing, undergraduate students must maintain a 2.50 TTUHSC cumulative GPA and earn a "C" or higher in all required courses.

Academic Probation

An undergraduate student will be placed on academic probation for one or more of the following reasons:

- Failure to maintain a TTUHSC cumulative GPA of 2.50 or higher
 - A student placed on academic probation due to low cumulative GPA (below 2.50) will remain on academic probation until the TTUHSC cumulative GPA is raised to 2.50 or higher. The student may not remain on academic probation for reasons of low TTUHSC cumulative GPA for two or more semesters total during their enrollment in the program.
- Receiving a grade of "D" or "F" in any course
 - Students placed on academic probation due to receiving a grade of "D" or "F" must obtain a passing grade ("C" or better) in the course the next time the course is offered in the curriculum. For coursework that is repeated under such circumstances, both the original and the repeated course grades are used to calculate cumulative GPA, and both grades will appear on the student grade transcript. The student must meet minimum cumulative GPA requirements to remain in the program.
- Failure by the student to meet the above requirements for removal from academic probation will result in a recommendation from the program director to the department chair that the student be dismissed from the program for reasons of academic deficiency.

Per the SHP policy on Academic Probation, students will be notified that they are being placed on academic probation via a letter from the Program Director. Copies of the letter will be provided to the student, the Program Director, the Department Chair, and the Associate Dean of the Office of Admissions and Student Affairs. (Policies of the School of Health Professions can be accessed through the following URL: <https://hscweb.ttuhsu.edu/health-professions/current/policies.aspx>).

Dismissal from the Program

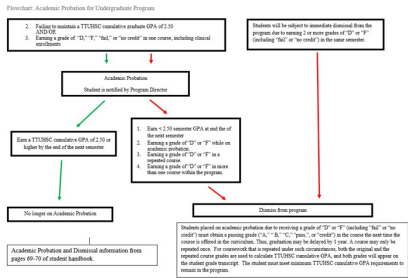
An undergraduate student will be subject to dismissal for any of the following reasons:

1. Failure to be released from academic probation within the time frame specified in the "Academic Probation" section above.
2. Earning a grade of "D" or "F" while on academic probation.
3. Earning a grade of "D" or "F" in a repeated course.
4. Earning a grade of "D" or "F" in more than one course within the program.
5. Violating the TTUHSC Student Code of Professional conduct.

Dismissal procedures will follow the dismissal policy established by the TTUHSC Student Code of Professional Conduct or the School of Health Professions.

Any clinical enrollment (e.g., HPSH 4380) completed with a D or F (including "fail" or "no credit") will result in loss of all clinical experience hours obtained during the semester.

SLHS Program Academic Probation Flowchart



SLHS Knowledge and Skills Acquisition/Learning Outcomes

Speech-Language and Hearing Sciences Learning Outcomes (undergraduate)

Upon completion of the speech-language and hearing sciences undergraduate program, students will be able to: (Examples of assignments the students will complete to accomplish the Learning Outcome)

Identify major anatomical structures and physiological processes underlying speech, hearing, and swallowing (Written exams, lab practicals)

Obtain, transcribe, and analyze speech-language samples at a basic level (Course projects, sample analysis on exams)

Summarize the ramifications of different cultural, linguistic, and/or dialectal backgrounds on communication (Written exams, multicultural class project)

Identify major milestones of typical speech and language development and factors which place individuals at risk for communication disorders (e.g., hearing loss, neurogenic issues) (Written exams)

Communicate effectively, both orally and in writing (Observation lab reports, article abstracts, class presentations)

Utilize effective interpersonal communication skills in the exchange of information and collaboration with peers and healthcare professionals (Interprofessional education course modules and project completion)

Demonstrate general education competencies adopted by the TTUHSC for all undergraduate degree programs (Exam prior to graduation)

Master of Science in Speech-Language Pathology

SLP Program

Accreditation

The Master of Science in speech-language pathology program at Texas Tech University Health Sciences Center is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850-3289, 800-498-2071 or 301-296-5700.

Speech-Language Pathology Program Mission Statement

The mission of the Program in Speech-Language Pathology (SLP) is to improve the communication skills of people by offering students the academic, research, and clinical foundations needed to provide evidence-based clinical services to diverse populations, utilizing current best practices.

Speech-Language Pathology Learning Outcomes (graduate)

Upon completion of the speech-language pathology graduate program, students will be able to: (examples of possible assignments the students will complete to accomplish the Learning Outcome)

Integrate research principles and processes into evidence-based clinical practice

(Conduct a literature search on a topic related to evidence-based practice. Obtain and review at least 7 research articles related to topic.)

Select, administer, and interpret assessment measures appropriate to various types of communication disorders and differences

(Develop, administer, and interpret a voice assessment on a person at-risk for a voice disorder. Administer, score, and interpret at least one formal adult language assessment procedure.)

Apply knowledge of basic human communication and swallowing processes to the evaluation of possible disorders and differences

(Transcribe both normal and disordered speech, using narrow transcription. Label normal oropharyngeal anatomy on a lateral x-ray.)

Use assessment data to develop differential diagnoses, prognostic statements, and recommendations

(Complete an assignment related to the use, management, and troubleshooting of hearing aids and FM systems for individuals with hearing loss. Determine individuals' candidacy for intervention and write prognostic statements for improvement of communicative function.)

Develop and implement culturally sensitive, age-appropriate intervention plans to be implemented in health care and educational delivery systems

(Write a report evaluating a published fluency therapy plan. Write a treatment plan and/or discharge summary that is age-appropriate and culturally sensitive for a virtual adult patient with an acquired language disorder in a health care system.)

Provide effective counseling/education to clients/patients, caregivers, and other professionals

(Develop materials related to typical or disordered speech production, appropriate for caregivers or other service providers. Participate in clinical experiences which include successful counseling of individuals with a communication disorder.)

Identify risk factors and recommend prevention strategies

(Maintain a weekly vocal hygiene journal, documenting vocal abuses/misuses and associated strategies to improve vocal health. Identify risk factors associated with dysphagia and/or aspiration pneumonia and recommend strategies to prevent secondary complications.)

Use professional writing skills to document assessment and treatment procedures and results

(Complete a medical chart entry (SOAP note) based on a speech-language therapy session for a virtual adult patient with an acquired language disorder. Write appropriate and measurable goals for a virtual patient with a motor speech disorder.)

Apply standards of ethical conduct and professional behavior to clinical practice

(Write a brief summary following a class discussion during which an ethical dilemma was the topic and present it to the instructor one week after the discussion. Summarize the ethical issues involved in conducting and reporting research.)

Identify the impact of regulatory, legislative, and credentialing issues on service delivery (Write an essay related to an assigned regulatory or legislative issue. Identify reimbursement and regulatory issues affecting the provision of AAC services.)

Speech-Language Pathology Program Technical Standards

The accredited programs of Audiology and Speech-Language Pathology in the Texas Tech University Health Sciences Center, Department of Speech, Language, & Hearing Sciences (SLHS) adhere to the standards set by the American Speech-Language-Hearing Association (ASHA), including a code of ethics <https://www.asha.org/policy/ET2016-00342/>. Faculty members have a responsibility for the welfare of clients/patients tested, treated, or otherwise affected by students enrolled in the SLHS programs. Thus, it is important that individuals admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice audiology and speech-language pathology.

In order to fulfill this responsibility, the department of SLHS has established a document of technical standards that reflects the functions that are considered essential to the professions of audiology and speech-language pathology. Ability to meet these technical standards is required for admission to the graduate programs and must be maintained throughout the time a student is enrolled in the program. Admission and retention decisions are based not only on satisfactory academic standing but also on non-academic factors that serve to ensure that candidates can meet the technical standards of the clinical programs required for graduation. Due to changes in healthcare and/or professional scope of practice, these technical standards may be amended over time and are subject to change. Students will be notified of any changes to these standards.

The department of SLHS seeks to educate a qualified, diverse group of students recognizing that in diversity lies excellence. The department is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the technical standards outlined below. In keeping with applicable federal and state law regarding disabilities, the department is committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully. A reasonable accommodation should not fundamentally alter the academic and clinical requirements of the programs, pose a direct threat to the health or safety of the student or others, or present an undue burden to the institution. Any student with a disability who is accepted to either of the graduate programs must contact the 504 coordinator in the TTUHSC Office of Student Services as soon as possible. The 504 coordinator will confirm that the stated condition qualifies as a disability under applicable laws and will work with the department to determine what accommodations are reasonable.

In order to acquire the knowledge and skills requisite to the practice of audiology and speech-language pathology to function in a variety of clinical situations and to successfully complete the programs at TTUHSC, candidates for degrees must have multiple abilities and skills divided into five areas: communication, motor, intellectual-cognitive, sensory-observational, and social-behavioral. The following technical standards reflect the applicable sub-set of abilities that are required under each skill:

1. Communication

Prospective and current students must possess adequate communication skills to:

- Communicate effectively with individuals and groups in person, by phone, and in written form while considering the communication needs and cultural values of the listener at a level which will support competent professional practice.
- Communicate proficiently in oral and written English.
- Communicate professionally, effectively, and legibly to meet demands required as part of coursework and during clinical work to ensure patient safety (e.g., scholarly papers, medical records, clinical reports, standardized assessment).
- Perceive and demonstrate appropriate non-verbal communication for culture and context.
- Convey information accurately with relevance and cultural sensitivity.
- Possess sufficient speech/vocal productions for provision of clinical services.

2. Motor skills

Prospective and current students must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities for the defined workday.
- Efficiently manipulate testing and treatment environments, materials, and equipment to complete screening and evaluation protocols and treatment and behavior plans.
- Access technology and equipment for clinical management (e.g., billing, charting, therapy programs), diagnostic testing, and treatment protocols.
- Negotiate patient/client care environments and move between settings such as the classroom, health care facility, educational setting, and community settings.
- Access transportation to attend academic courses and clinical placements.
- Use fine motor skills to perform procedure involving the outer ear and speech mechanisms (e.g., ear canal impressions, otoscopy, hearing aid fittings, oral mechanism exams, swallowing protocols).
- Safely manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids).
- Provide a safe environment for others when responding to emergency situations (e.g., fire, choking, or other medical emergencies) and in the application of universal precautions.

3. Intellectual/Cognitive

Prospective and current students must possess adequate intellectual/cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate, and apply large amounts of written and verbal information in a short period of time sufficiently to meet curricular and clinical demands.
- Read, comprehend, record, and interpret information accurately from diagnostic tests, equipment, and patient records to formulate a diagnosis, develop a treatment plan, make independent clinical decisions, and ensure patient safety.
- Generate discipline-specific documents and clinical reports in English.
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.
- Analyze and solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic, and therapeutic planning and implementation.
- Accurately identify and communicate limits in one's own professional knowledge and skills and utilize resources to increase knowledge and skills.
- Use technology to meet requirements of courses and practicum (e.g., internet access, learning management systems, electronic health records).

4. Sensory/Observation

Prospective and current students must possess adequate sensory skills of vision, hearing, touch, and smell to:

- Visually and auditorily identify normal and disordered characteristics in the areas of semantics, pragmatics, syntax, morphology, phonology, swallowing, cognition, balance, hearing, and social interaction related to communication.
- Observe patients' activity and behavior accurately during assessment and treatment procedures.
- Visually monitor client/patient responses and materials.
- Identify and discriminate anatomic structures and imaging findings (e.g., otoscopy, oral mechanism exam, MBSS, FEES).
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Accurately monitor, through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients.
- Recognize and interpret when a client's family/caregiver does or does not understand the clinician's written and/or verbal communication.

5. Social/Behavioral skills

Prospective and current students must possess adequate social/behavioral skills to:

- Comply with administrative, legal, and regulatory policies, including upholding the ASHA Code of Ethics.

- Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, and patients' families during clinical and academic interactions.
- Maintain adequate physical and mental health and self-care such that the health and safety of self and others in the academic and clinical settings is not jeopardized.
- Maintain adequate physical and mental health and self-care to access and participate in a variety of educational and clinical settings/activities.
- Develop and maintain professional relationships with clients/patients, fellow students, and colleagues.
- Demonstrate flexibility and the ability to adapt to changing situations and uncertainty (which includes maintaining professional demeanor and emotional health) in academic, clinical, and community settings.
- Conduct oneself in a mature, empathetic, and effective professional manner by exhibiting compassion, honesty, integrity, professionalism, and concern for others in an ethical and legal manner in all interactions and situations.
- Maintain regular attendance and meet responsibilities within designated timelines.
- Manage time effectively to complete professional and technical tasks within constraints.
- Accept feedback (e.g., suggestions, constructive criticism) and modify behavior accordingly.
- Maintain appropriate and professional appearance for varied clinical and academic environments.

Academic Standards for SLP Students

Every student enrolled in the graduate program in speech-language pathology is required to maintain a high level of performance and to comply fully with the policies of the program and the institution. Failure to do so will lead to academic probation and ultimately to dismissal from the program. Students who are not meeting academic standards in any course will receive a letter from the Program Director during the semester. Copies of all warning letters will be placed in the student's file.

To remain in good academic standing, graduate students in speech-language pathology must maintain a 3.0 semester GPA.

Grades Below C

Only courses completed with a grade of C or above are acceptable for degree requirements, certification, and licensure. Students who earn a grade of D, F, or NC in a course will be eligible to repeat the course one time, during the next course rotation. Repeating the course does not replace the original grade. For the purpose of calculating GPA, the grade obtained when a course is retaken is averaged with previous grades.

Academic Counseling Criteria

The SLP curriculum is designed in a lock-step structure which is different in some ways from a traditional format. Students are required to take classes in a set schedule of semesters that are fixed at the start of the program. Unless they intend to withdraw or take a leave of absence from the program, students are not permitted to vary from this schedule.

Each term, the faculty will review students' performance at mid-semester. If there are concerns about a student's academic or clinical work, the student will receive a letter from the Program Director, instructing him or her to meet with the instructor(s) and Program Director to discuss the concerns and to determine what measures the student needs to take to return to good academic standing. Copies of all warning letters will be placed in the student's file.

Academic Performance Policies

To remain in good academic standing, graduate students in speech-language pathology must maintain a 3.0 semester GPA.

Academic Probation

A graduate student may be placed on academic probation for one or more of the following:

- failing to maintain a semester graduate GPA of 3.0.
- earning a grade of D, F, "fail", or "no credit" in any course
- failing to complete an individualized student support plan when required to remediate Learning Outcomes.

Graduate credit will be allowed for a course with a grade of C, but the experience cannot be used to satisfy departmental clock hour minimums and competencies for the KASA.

Academic Probation and Externships

A student who is on academic probation or receives two or more course midterm warnings for poor academic performance may not be assigned an externship placement for the upcoming semester until a GPA of 3.0 or better has been attained. This may delay the start of the clinical externship and may result in a placement other than the student's requested site. Also, the Director of Clinical Education will not develop new affiliation agreements for students who are not in good academic standing. If/When the student returns to good academic standing, his/her externship placement will be at a facility with an existing affiliation agreement.

Repeating a course: Courses completed with a grade of D or below will not meet graduation requirements. Students who earn a D or F in a course will have one opportunity to repeat the course, during the next course rotation. Failure to earn a C or better when the course is repeated will result in dismissal from the program. A student will not be allowed to graduate until all courses have been completed with a grade of C or above. Any clinical enrollment completed with a D or F (including "fail" or "no credit") will result in loss of all clinical hours obtained during the semester and will not count toward departmental clock hour minimums.

Repeating a course does not replace the original grade. For the purpose of calculating GPA, the grade obtained when a course is retaken is averaged with previous grades.

Students on academic probation will not be allowed to participate in a clinical externship until they return to good academic standing. To return to good academic standing, the student must earn a semester GPA of at least 3.0 in the semester following probation.

Students may be placed on academic probation for a maximum of two semesters during their graduate program. Meeting the conditions for academic probation a third time will result in dismissal from the program.

As per the SHP policy on Academic Probation, students will be notified that they are being placed on academic probation via a letter from the Program Director. Copies of the letter will be provided to the student, the Program Director, the Department Chair, and the Director of the Office of Admissions and Student Affairs. (Policies of the School of Health Professions can be accessed through the following URL: <https://hscweb.tuhsc.edu/health-professions/current/policies.aspx>)

Remediation

An array of remediation options may be recommended for students placed on academic probation. Options for remediation as determined by the Program Director, in consultation with appropriate faculty, may include but are not limited to:

- Individual tutoring with a program faculty member.
- Individual tutoring with a student who is performing well in the program.
- Auditing courses.
- Repeating courses or clinical experiences.
- Participating in faculty-directed group or individual study.
- Preparing a research paper or project.
- Completing reading assignments pertinent to areas needing remediation.

All meetings with the student regarding remediation must be documented, to include the student's understanding of the problem and willingness to comply with the plan. Routine follow-up counseling with the student is scheduled to assess and document the student's progress and the outcome of the remediation plan. The student should be aware that some remediation plans can delay projected graduation.

Dismissal

A graduate student will be dismissed from the program for one or more of the following:

- violating the academic and/or non-academic misconduct policies of the School of Health Professions.
- failing to achieve a semester GPA of 3.0 while on academic probation.
- failing to earn a grade of C or better when repeating a course in which the student previously earned a grade of D or F.
- failing to successfully complete remediation as established by the program.
- meeting the conditions of academic probation for a third semester.
- failing comprehensive examination remediation

A graduate student whose semester GPA falls below 2.75 in the final semester of the program will be ineligible for graduation.

As per the SHP policy on Academic Dismissal, students will receive an "intent to dismiss" letter generated by the Office of Admissions and Student Affairs and signed by the Department Chair. This letter will provide information about the student's right to appeal the dismissal. Copies of the letter will be provided to the student, the Program Director, the Department Chair, and the Director of the Office of Admissions and Student Affairs.

A student who has been academically dismissed from the SLP program is ineligible for readmission to the program.

(Policies of the School of Health Professions can be accessed through the following URL: <https://hscweb.tuhsc.edu/health-professions/current/policies.aspx>)

Knowledge and Skills Acquisition/Learning Outcomes

In addition to satisfactory completion of coursework and clinical practica, students must demonstrate knowledge and skills necessary for entry-level, independent practice of speech-language pathology as specified in the American Speech-Language-Hearing Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology. The program has developed 10 broad learning outcomes, tied to the larger Knowledge and Skills Acquisition document. Selected learning outcomes are addressed in every didactic course and clinical practicum, and the instructor determines how those learning outcomes are measured. It is possible for a student to earn a grade of A or B in a course, yet not demonstrate one or more learning outcomes at a satisfactory level. (If a student earns a grade of C or lower for a course, remediation or learning outcomes is automatically required.)

Remediation of learning outcomes. If a student does not meet one or more learning outcomes of a course, the instructor will work with the student to develop a plan outlining the steps for acquiring the lacking knowledge and skills. The plan must include requirements to receive credit for the learning outcome(s), along with a date of completion. Completion dates must be before mid-term of the semester following the course enrollment. Failure to successfully complete the requirements as established will result in the student being referred for an individualized student support plan. Support plans may include the requirement to enroll in additional coursework. Failure to complete the support plan in a timely manner may delay graduation and ultimately may result in dismissal from the program.

The program director will provide students with regular feedback regarding progress toward the degree and toward acquisition of the required knowledge and skills through Plan of Study meetings and individual counseling as needed.

Withdrawal from Program

A student who wishes to withdraw from the SLP program must schedule an appointment with the Program Director, who will provide guidance on the withdrawal process.

Expectations of Graduate Students in the Speech-Language Pathology Program

Clinical Practica

As students advance through the program, they will assume greater responsibilities as clinicians. Below is a summary of some of the major responsibilities.

1. Maintain a realistic daily schedule which allows sufficient time to manage patient assignments.
2. Determine if your clinic assignments are sufficient to meet your clinical clock hour requirements.
3. Schedule patients during regular operating hours subsequent to obtaining the supervisor's permission.
4. Maintain all clinical fees, hours, and records as specified in the clinic handbook.
5. Attend all clinic meetings, supervisory appointments, and other professional activities (e.g., staffings and extracurricular departmental presentations).
6. Secure all equipment, files, tests, rooms, and buildings used.
7. Fulfill all assignments issued by a Clinical Director.
8. Solicit constructive criticism from the clinical educator(s).
9. Incorporate constructive criticism provided by the clinical educator(s)
10. Behave in a professional manner when interacting with clinical educators, patients, other professionals, and caregivers (e.g., parents).
11. Obtain formal permission from the supervisor(s) prior to implementation of any communication with a patient or his or her caregiver(s) or the initiation of any clinical management (e.g., therapy, referral, dismissal from therapy, cancellation of a scheduled clinical session, assessment results and/or recommendations, etc.)

Certification and Licensure

Students who complete the graduate program in speech-language pathology will meet the academic and supervised clinical practicum requirements to apply for a clinical fellowship experience through the American Speech-Language-Hearing Association and Texas licensure. The Program Director verifies satisfactory completion of both undergraduate and graduate academic course work, clinical practicum, and knowledge and skills requirements. The salient features of the standards for the ASHA Certificate of Clinical Competence include:

- Completion of required coursework culminating in a graduate degree from a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.
- Skills in oral and written communication and demonstrated knowledge of ethical standards, research principles, and current professional and regulatory issues.
- Practicum experiences that encompass the breadth of the current scope of practice with both adults and children resulting in a minimum of 400 clock hours of supervised practicum (at least 375 at the graduate level).
- A clinical fellowship completed under the direction of a mentoring speech-language pathologist who holds a current Certificate of Clinical Competence.

Prior to graduation, students must demonstrate, through completion of the Knowledge and Skills Acquisition (KASA) form with supporting documentation, the ability to analyze, synthesize, and evaluate information pertaining to normal and abnormal human communication across the life span, including the effect of cultural and linguistic diversity. Similar knowledge must be demonstrated for swallowing and emerging areas of practice. Examples of acceptable documentation to support the KASA include class projects, clinical experiences, independent studies, checklists of skills, records of progress in clinical skill development, research projects, course modules, and workshops.

Failure to Meet KASA Standards

Students not meeting departmental requirements for acquisition of knowledge and skills must complete remediation plans as defined by the program director in conjunction with the Director of Clinical Education, departmental faculty members, and/or clinical educators. Failure to complete the remediation plan will result in dismissal from the program.

Master of Science Degree in Speech-Language Pathology
Comprehensive Examination Policy

Final Examination Definition

The final examination shall consist of the satisfactory completion of a master's thesis or a comprehensive examination. Students who select the comprehensive examination option must achieve passing scores on all portions of the exam to be eligible for graduation.

Nature of the Comprehensive Examination

Candidates taking the comprehensive final examination will respond to questions on two or three consecutive days (schedule determined annually). Many of the questions will be integrative and will require students to draw on their knowledge of normal development as well as disorders, and address issues such as the philosophies and theories supporting assessment and treatment. Students should be prepared to answer questions related to all areas of the KASA and related topics such as legislation, ethics, and other professional issues. **Some objective questions requiring factual knowledge will be included, but the main purpose of this exam is to determine if the candidate can synthesize information for problem-solving tasks.**

Administration

The examination will be administered each year during the spring semester. Candidates will write for up to 15 hours distributed across two to three days (schedule determined on an annual basis). All answers will be handwritten. The department will provide Scantrons, blue books, or other test forms. A faculty proctor will supply all the day's questions at the beginning of the day. Students may take breaks from writing as needed.

Question Preparation and Selection

The Comprehensive Examination Committee Chairperson (CECC) will solicit questions from faculty responsible for graduate curricula in the major and minor content areas. The CECC will ask for questions 6 weeks prior to the exam. Faculty questions will be submitted to the CECC by 3 weeks prior to the exam.

Examination Grading

The faculty member supplying questions for a content area will grade the candidate's reply. The CECC may also ask one other faculty member in the respective area (major or minor) to evaluate the student responses.

To obtain an overall passing grade for the comprehensive examination, the candidate must achieve a score of 70% or better for each content area on the comprehensive examination. A student with an average score of 92% or above will be designated *passing with honors*. In the event that a passing score is not achieved:

1. Students who initially fail a section of the exam typically will be required to re-take that portion of the exam (with different questions on the same topic area), or complete a project designed by the course instructor.
2. Students who fail 40% or more of the comprehensive exam subject areas will be required to enroll in an independent study course in the summer following administration of the exam, and then retake the sections of the exam which they failed initially.
3. For students who fail re-examination, an individualized remediation program will be developed by a committee. Upon successful completion of the remedial activity, the student will be cleared for the graduation if all other requirements are met.
4. If the student fails to successfully complete the individualized remediation program, the student will be dismissed from the program without graduation or conferral of the degree.

Timing of Comprehensive Examination and Current Coursework

Because the comprehensive examination will be completed prior to final course examinations, many students will take the comprehensive examination while enrolled in one or more courses during that same semester. Satisfactory completion of **both** the comprehensive examination **and** the coursework is required for the Master's degree.

Student Appeal Process

A candidate may informally discuss any complaint about the exam and/or grading procedure with the CECC. If this discussion does not resolve the student's complaint, the complaint should be submitted in written form to the program director within 10 calendar days following receipt of the written grade from the CECC. If the student questions the grading of portions of the examination, 1-2 additional faculty members will evaluate the student's responses. Faculty member(s) familiar with the course material will be designated as second grader(s) by the Program Director. The candidate has the right to initiate appeal procedures as described in the TTUHSC School of Health Professions Student Hearing Policy and Procedure.

Texas Tech University Health Sciences Center
Speech-Language Pathology
Thesis policy

Philosophy

The master's thesis and doctoral dissertation represent the most scholarly work produced by a graduate student in School of Health Professions. The thesis must demonstrate a mastery of the techniques of research, a thorough understanding of the subject matter and its background, and a high degree of skill in organizing and presenting the materials. The student is expected to complete the work independently under the supervision of an approved thesis committee and within a specified period of time prior to graduation.

Above all, scientific rigor and scholarly performance characterize thesis research. These guiding principles are especially embodied in the oral defense of the thesis. Successful completion indicates, in part, that a student has mastered the information and therefore earned the right to be considered an expert in his or her area of research.

Enrollment

A master's thesis requires the completion of a minimum of 6 credit hours of research under the direction of a graduate faculty member, typically the chair of the thesis committee. The student will enroll in thesis research courses (e.g., HPSH 6000) for 1-3 hours per semester over four semesters (spring 1, summer 1, fall 2, spring 2). The exact number of hours a student enrolls in each semester is determined via conversation with the student's thesis chairperson. The student must be enrolled in at least 1 credit hour the semester in which the thesis is defended. In order to register in the appropriate section, students must identify a thesis advisor prior to enrolling in thesis research.

Committee

The master's thesis committee will consist of three faculty members; exceptions may be made to include up to five committee members if deemed necessary by the student and student's advisor. The thesis chair must possess an earned doctorate degree. The other committee members may include faculty with a doctorate or master's degree and may be in the Department of Speech, Language, and Hearing Sciences or an alternative department at TTUHSC or TTU. The committee members should be able to support an aspect of the student's project, including but not limited to research design, data analysis, content expertise, subject recruitment. The student is expected to first identify a chairperson willing to chair the thesis committee and identify a topic (see below). Once these factors have been identified, the student is expected to personally ask each potential committee member of their willingness to serve. The student should present an overview of the intended topic as well as the intended purpose the committee member will fulfill

Topic

Selection of a topic for thesis research should be influenced primarily by the student's interests and secondarily by the faculty's expertise and availability of necessary resources required for eventual completion. The student and advisor are urged to identify a research project that can be completed ***within 4 semesters*** and that will be the student's ***independent*** work. Specifically, the research questions should not be provided from an existing project the advisor is conducting. Possible sources of data/methodologies include but aren't limited to:

- Case studies (choosing a client in the clinic or in the community)
- Replication study
- Chart review
- Descriptive study
- Experimental design

Research questions could involve typical or disordered populations of any age. Research questions could also be derived from existing data or existing projects, so long as the question represents a unique/independent focus of the student.

Expectations

The topic and focus of the thesis project is between the student and advisor. However, there are certain expectations for all students choosing to complete a thesis for graduation credit. These expectations are listed below:

- The thesis will include 5 chapters including an introduction, literature review, methods, results, and discussion.
- Students will decide to complete a thesis in lieu of comprehensive exams during their first fall semester. All students MUST defend by Spring Break of their final spring semester. See a tentative timeline below.
- The student must distribute the first 3 chapters (introduction, literature review, methods) 2 weeks prior to the prospectus meeting to each committee member. These chapters must be completed and in final form (see Prospectus Meeting below for more details).
- The student may not under any circumstances begin data collection or data analysis prior to the prospectus meeting.
- The student is expected to schedule regular meetings with each committee member throughout the process.
- The student must schedule a meeting with the program director once a thesis chair has been selected.

Prospectus Meeting

A prospectus meeting must be convened before the student proceeds with the thesis/dissertation project. This meeting is to last no longer than 2 hours. For this meeting, the student is expected to present a brief overview of the first three chapters (approximately 20-30 minutes) and then open it up for committee members to comment, question, and suggest changes to support the student's ultimate success. All thesis/dissertation committee members are obliged to attend and determine if the project as proposed is viable for continuation. Students should be prepared to present the entire committee with the first three chapters of their thesis (i.e., Introduction, Review of Literature, and Methods) two weeks in advance of the scheduled meeting. Evidence of a well-developed rationale, literature review, statement of the hypothesis, and research design will facilitate approval.

Students must not collect any data until their proposed thesis has been approved by the committee. In the event of using human subjects, approval must also be obtained from the TTUHSC Institutional Review Board for the Protection of Human Subjects (IRB).

At the conclusion of the meeting, the committee will vote as to approval, conditional approval (with conditions specified), or disapproval of the proposed project. This action will constitute an agreement between the student and the committee in regard to further pursuing the proposed research. Committee approval will be documented in writing and signed by all committee members (see Prospectus form). Any substantive changes in study design must be approved by the entire committee in writing.

Oral Defense

The oral defense is a public forum in which the candidate presents his or her area of research and answers questions directed to him or her by the committee members, other professionals, and private citizens. The candidate will be instructed to make a public presentation of the thesis or dissertation research. The presentation should provide a concise review of the salient literature and the hypothesis and rationale. In addition the presentation should describe the subject population, methods and procedures, and overview of the results. Finally, the candidate should make brief comments concerning the implications. Following the public presentation, the candidate will defend his or her thesis in a closed door meeting with the thesis committee. The defense should not exceed 2 hours, although final deliberations by the committee or subsequent discussions with the candidate may take longer. Students should defend their thesis before the deadline of the semester that she or he intends to graduate.

Once the examination period has been completed, the committee chair will ask the candidate to be excused while the committee reviews the candidate's performance. After all due deliberations have concluded, the chair will call for a vote from the committee in regards to passing, passing with revisions (as specified in writing by the committee), or failing. A majority vote will be used in reaching a decision. The chair will record the votes for possible future reference. The candidate will then be invited back into the room and given the decision of the committee. Revisions, if warranted, will also be explained at that time.

The room number, date, and time of the thesis defense must be approved two weeks in advance, and public notices must be posted. Copies of the thesis must be distributed to each committee member two weeks prior to the defense.

In the event that a student does not successfully defend his or her thesis and the scope of the problem exceeds what would typically be required in a major revision, the committee may fail the student. In the event of failure, the student may follow the remediation guidelines set by his or her respective academic program.

Format and style

The thesis must be written in a clear and grammatically correct manner. The final format must conform to the standards of the respective department within the School of Health Professions and the TTU Graduate School (<https://www.depts.ttu.edu/gradschool/academic/ThesesDissertation.php>). All theses must follow the guidelines specified in the current Graduate School Thesis-Dissertation Formatting Guidelines

The student must schedule a meeting with the Office of the Dean representative prior to beginning writing any chapters to discuss proper formatting. Once the final defense has been approved, students must again contact the Office of the Dean representative to submit the final document.

Grading

Each enrollment in thesis will be graded on a Pass/Fail basis.

Tentative Timeline

- 1st Fall Semester:
- Choose to complete a thesis
 - Identify a thesis chair
 - Begin exploring possible topics
 - By early November, register for at least 1 hour of thesis course for spring
- Over Winter Break:
- Read several research articles to further identify possible topics/gaps in the literature

- 1st Spring Semester:
- Identify a topic and research questions/aims
 - Identify possible committee members
 - Schedule meetings with each committee member
 - Finalize research questions
 - Schedule a meeting with Michelle Broselow to establish proper formatting for chapters
 - Write introduction, literature review, and methods
 - Register for 1-3 hours of thesis course for summer

- Summer Semester:
- Schedule Prospectus Meeting
 - Complete IRB paperwork, if applicable
 - Register for 1-3 hours of thesis course for fall

- 2nd Fall Semester:
- Begin data collection (if applicable)
 - Complete data analyses
 - Write the Results chapter
 - Begin writing the Discussion chapter
 - Register for 1-3 hours of thesis course for summer

- 2nd Spring Semester:
- Finalize Results and Discussion chapter
 - Create any necessary tables, figures, appendices
 - Schedule and complete Oral defense before spring break
 - Schedule meeting with Dean's representative

Reference: SHP OP: ST. 18 Thesis and Dissertation

Thesis Committee Selection Form

Date: _____

Student's Full Legal Name: _____ R# _____

Thesis committee must include a minimum of three members, not to exceed five members including the chair.

By signing, I agree to be an active member on _____'s committee through completion of the oral defense.

Signatures

Graduate Student	_____	_____
	Print Name	Signature
Committee Chairperson	_____	_____
	Print Name	Signature
Committee Member	_____	_____
	Print Name	Signature
Committee Member	_____	_____
	Print Name	Signature
Committee Member	_____	_____
	Print Name	Signature
Committee Member	_____	_____
	Print Name	Signature

Prospectus

Date: _____ R#: _____

Student's Full Legal Name: _____

Title of Thesis: _____

By signing, I agree that _____ has successfully defended the first three chapters (introduction, literature review, methods) and is approved to begin data collection and analysis.

Signatures

Graduate Student	Print Name _____	Signature _____
Committee Chairperson	Print Name _____	Signature _____
Committee Member	Print Name _____	Signature _____
Committee Member	Print Name _____	Signature _____
Committee Member	Print Name _____	Signature _____
Committee Member	Print Name _____	Signature _____

Oral Defense

Date: _____

Student's Full Legal Name: _____ R#: _____

Title of Thesis: _____

By signing, I agree that _____ has successfully defended his/her thesis and has made all edits as requested by the committee.

Signatures

Graduate Student	Print Name _____	Signature _____
Committee Chairperson	Print Name _____	Signature _____
Committee Member	Print Name _____	Signature _____
Committee Member	Print Name _____	Signature _____
Committee Member	Print Name _____	Signature _____
Committee Member	Print Name _____	Signature _____

Completion of Degree Requirements Form

- Thesis
- Prospectus
- Oral defense

Title: _____

Signatures

Graduate Student	Date _____	Committee Chairperson	Date _____
Committee Member	Date _____		
Committee Member	Date _____		
Committee Member	Date _____		

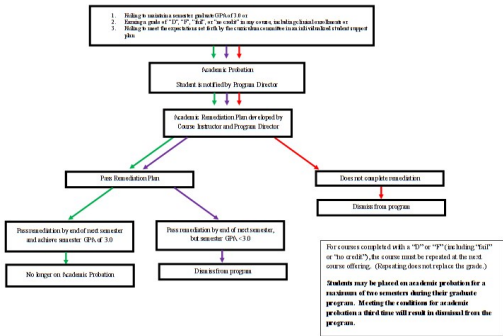
*The following signatures are ONLY required for the Thesis Oral Defense:

*Department Chair Date _____

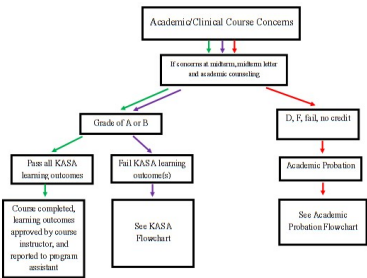
*Dean of the School of Health Professions Date _____

Speech-Language Pathology Flowcharts

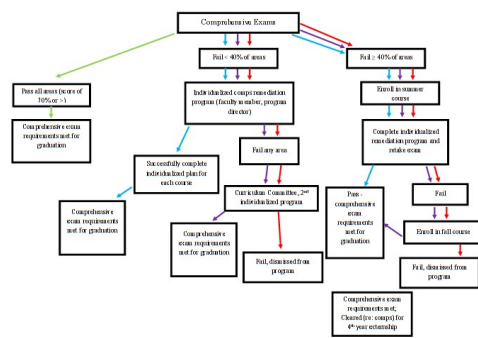
Academic Probation Flowchart



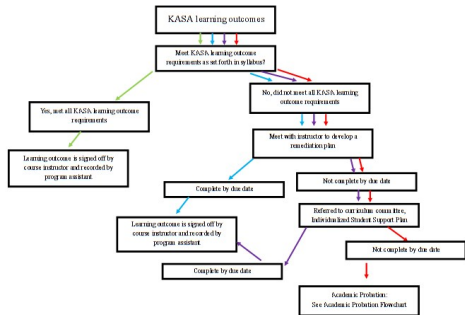
SLP Academic/Clinical Course Concerns Flowchart



SLP Comprehensive Examinations Flowchart



SLP KASA Learning Outcomes Flowchart



SLP Program Accreditation Statement, Mission Statement

Accreditation

The Master of Science in speech-language pathology program at Texas Tech University Health Sciences Center is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850-3289, 800-498-2071 or 301-296-5700.

Speech-Language Pathology Program Mission Statement

The mission of the Program in Speech-Language Pathology (SLP) is to improve the communication skills of people by offering students the academic, research, and clinical foundations needed to provide evidence-based clinical services to diverse populations, utilizing current best practices.

SLP Technical Standards

Speech-Language Pathology Program Technical Standards

The accredited programs of Audiology and Speech-Language Pathology in the Texas Tech University Health Sciences Center, Department of Speech, Language, & Hearing Sciences (SLHS) adhere to the standards set by the American Speech-Language-Hearing Association (ASHA), including a code of ethics <https://www.asha.org/policy/ET2016-00342/>. Faculty members have a responsibility for the welfare of clients/patients tested, treated, or otherwise affected by students enrolled in the SLHS programs. Thus, it is important that individuals admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice audiology and speech-language pathology.

In order to fulfill this responsibility, the department of SLHS has established a document of technical standards that reflects the functions that are considered essential to the professions of audiology and speech-language pathology. Ability to meet these technical standards is required for admission to the graduate programs and must be maintained throughout the time a student is enrolled in the program. Admission and retention decisions are based not only on satisfactory academic standing but also on non-academic factors that serve to ensure that candidates can meet the technical standards of the clinical programs required for graduation. Due to changes in healthcare and/or professional scope of practice, these technical standards may be amended over time and are subject to change. Students will be notified of any changes to these standards.

The department of SLHS seeks to educate a qualified, diverse group of students recognizing that in diversity lies excellence. The department is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the technical standards outlined below. In keeping with applicable federal and state law regarding disabilities, the department is committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully. A reasonable accommodation should not fundamentally alter the academic and clinical requirements of the programs, pose a direct threat to the health or safety of the student or others, or present an undue burden to the institution. Any student with a disability who is accepted to either of the graduate programs must contact the 504 coordinator in the TTUHSC Office of Student Services as soon as possible. The 504 coordinator will confirm that the stated condition qualifies as a disability under applicable laws and will work with the department to determine what accommodations are reasonable.

In order to acquire the knowledge and skills requisite to the practice of audiology and speech-language pathology to function in a variety of clinical situations and to successfully complete the programs at TTUHSC, candidates for degrees must have multiple abilities and skills divided into five areas: communication, motor, intellectual-cognitive, sensory-observational, and social-behavioral. The following technical standards reflect the applicable sub-set of abilities that are required under each skill:

1. Communication

Prospective and current students must possess adequate communication skills to:

- Communicate effectively with individuals and groups in person, by phone, and in written form while considering the communication needs and cultural values of the listener at a level which will support competent professional practice.
- Communicate proficiently in oral and written English.
- Communicate professionally, effectively, and legibly to meet demands required as part of coursework and during clinical work to ensure patient safety (e.g., scholarly papers, medical records, clinical reports, standardized assessment).
- Perceive and demonstrate appropriate non-verbal communication for culture and context.
- Convey information accurately with relevance and cultural sensitivity.
- Possess sufficient speech/vocal productions for provision of clinical services.

2. Motor skills

Prospective and current students must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities for the defined workday.
- Efficiently manipulate testing and treatment environments, materials, and equipment to complete screening and evaluation protocols and treatment and behavior plans.
- Access technology and equipment for clinical management (e.g., billing, charting, therapy programs), diagnostic testing, and treatment protocols.
- Negotiate patient/client care environments and move between settings such as the classroom, health care facility, educational setting, and community settings.
- Access transportation to attend academic courses and clinical placements.
- Use fine motor skills to perform procedure involving the outer ear and speech mechanisms (e.g., ear canal impressions, otoscopy, hearing aid fittings, oral mechanism exams, swallowing protocols).
- Safely manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids).
- Provide a safe environment for others when responding to emergency situations (e.g., fire, choking, or other medical emergencies) and in the application of universal precautions.

3. Intellectual/Cognitive

Prospective and current students must possess adequate intellectual/cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate, and apply large amounts of written and verbal information in a short period of time sufficiently to meet curricular and clinical demands.
- Read, comprehend, record, and interpret information accurately from diagnostic tests, equipment, and patient records to formulate a diagnosis, develop a treatment plan, make independent clinical decisions, and ensure patient safety.
- Generate discipline-specific documents and clinical reports in English.
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.
- Analyze and solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic, and therapeutic planning and implementation.
- Accurately identify and communicate limits in one's own professional knowledge and skills and utilize resources to increase knowledge and skills.
- Use technology to meet requirements of courses and practicum (e.g., internet access, learning management systems, electronic health records).

4. Sensory/Observation

Prospective and current students must possess adequate sensory skills of vision, hearing, touch, and smell to:

- Visually and auditorily identify normal and disordered characteristics in the areas of semantics, pragmatics, syntax, morphology, phonology, swallowing, cognition, balance, hearing, and social interaction related to communication.
- Observe patients' activity and behavior accurately during assessment and treatment procedures.
- Visually monitor client/patient responses and materials.
- Identify and discriminate anatomic structures and imaging findings (e.g., otoscopy, oral mechanism exam, MBSS, FEES).
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Accurately monitor, through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients.
- Recognize and interpret when a client's family/caregiver does or does not understand the clinician's written and/or verbal communication.

5. Social/Behavioral skills

Prospective and current students must possess adequate social/behavioral skills to:

- Comply with administrative, legal, and regulatory policies, including upholding the ASHA Code of Ethics.
- Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, and patients' families during clinical and academic interactions.
- Maintain adequate physical and mental health and self-care such that the health and safety of self and others in the academic and clinical settings is not jeopardized.
- Maintain adequate physical and mental health and self-care to access and participate in a variety of educational and clinical settings/activities.
- Develop and maintain professional relationships with clients/patients, fellow students, and colleagues.
- Demonstrate flexibility and the ability to adapt to changing situations and uncertainty (which includes maintaining professional demeanor and emotional health) in academic, clinical, and community settings.
- Conduct oneself in a mature, empathetic, and effective professional manner by exhibiting compassion, honesty, integrity, professionalism, and concern for others in an ethical and legal manner in all interactions and situations.
- Maintain regular attendance and meet responsibilities within designated timelines.
- Manage time effectively to complete professional and technical tasks within constraints.
- Accept feedback (e.g., suggestions, constructive criticism) and modify behavior accordingly.
- Maintain appropriate and professional appearance for varied clinical and academic environments.

SLP Academic Progression and Counseling Policies

Academic Standards for SLP Students

Every student enrolled in the graduate program in speech-language pathology is required to maintain a high level of performance and to comply fully with the policies of the program and the institution. Failure to do so will lead to academic probation and ultimately to dismissal from the program. Students who are not meeting academic standards in any course will receive a letter from the Program Director during the semester. Copies of all warning letters will be placed in the student's file.

To remain in good academic standing, graduate students in speech-language pathology must maintain a 3.0 semester GPA.

Grades Below C

Only courses completed with a grade of C or above are acceptable for degree requirements, certification, and licensure. Students who earn a grade of D, F, or NC in a course will be eligible to repeat the course one time, during the next course rotation. Repeating the course does not replace the original grade. For the purpose of calculating GPA, the grade obtained when a course is retaken is averaged with previous grades.

Academic Counseling Criteria

The SLP curriculum is designed in a lock-step structure which is different in some ways from a traditional format. Students are required to take classes in a set schedule of semesters that are fixed at the start of the program. Unless they intend to withdraw or take a leave of absence from the program, students are not permitted to vary from this schedule.

Each term, the faculty will review students' performance at mid-semester. If there are concerns about a student's academic or clinical work, the student will receive a letter from the Program Director, instructing him or her to meet with the instructor(s) and Program Director to discuss the concerns and to determine what measures the student needs to take to return to good academic standing. Copies of all warning letters will be placed in the student's file.

Academic Performance Policies

To remain in good academic standing, graduate students in speech-language pathology must maintain a 3.0 semester GPA.

Academic Probation

A graduate student may be placed on academic probation for one or more of the following:

- failing to maintain a semester graduate GPA of 3.0.
- earning a grade of D, F, "fail", or "no credit" in any course
- failing to complete an individualized student support plan when required to remediate Learning Outcomes.

Graduate credit will be allowed for a course with a grade of C, but the experience cannot be used to satisfy departmental clock hour minimums and competencies for the KASA.

Academic Probation and Externships

A student who is on academic probation or receives two or more course midterm warnings for poor academic performance may not be assigned an externship placement for the upcoming semester until a GPA of 3.0 or better has been attained. This may delay the start of the clinical externship and may result in a placement other than the student's requested site. Also, the Director of Clinical Education will not develop new affiliation agreements for students who are not in good academic standing. If/When the student returns to good academic standing, his/her externship placement will be at a facility with an existing affiliation agreement.

Repeating a course: Courses completed with a grade of D or below will not meet graduation requirements. Students who earn a D or F in a course will have one opportunity to repeat the course, during the next course rotation. Failure to earn a C or better when the course is repeated will result in dismissal from the program. A student will not be allowed to graduate until all courses have been completed with a grade of C or above. Any clinical enrollment completed with a D or F (including "fail" or "no credit") will result in loss of all clinical hours obtained during the semester and will not count toward departmental clock hour minimums.

Repeating a course does not replace the original grade. For the purpose of calculating GPA, the grade obtained when a course is retaken is averaged with previous grades.

Students on academic probation will not be allowed to participate in a clinical externship until they return to good academic standing. To return to good academic standing, the student must earn a semester GPA of at least 3.0 in the semester following probation.

Students may be placed on academic probation for a maximum of two semesters during their graduate program. Meeting the conditions for academic probation a third time will result in dismissal from the program.

As per the SHP policy on Academic Probation, students will be notified that they are being placed on academic probation via a letter from the Program Director. Copies of the letter will be provided to the student, the Program Director, the Department Chair, and the Director of the Office of Admissions and Student Affairs. (Policies of the School of Health Professions can be accessed through the following URL: <https://hscweb.ttuhsu.edu/health-professions/current/policies.aspx>)

Remediation

An array of remediation options may be recommended for students placed on academic probation. Options for remediation as determined by the Program Director, in consultation with appropriate faculty, may include but are not limited to:

- Individual tutoring with a program faculty member.
- Individual tutoring with a student who is performing well in the program.
- Auditing courses.
- Repeating courses or clinical experiences.
- Participating in faculty-directed group or individual study.
- Preparing a research paper or project.
- Completing reading assignments pertinent to areas needing remediation.

All meetings with the student regarding remediation must be documented, to include the student's understanding of the problem and willingness to comply with the plan. Routine follow-up counseling with the student is scheduled to assess and document the student's progress and the outcome of the remediation plan. The student should be aware that some remediation plans can delay projected graduation.

Dismissal

A graduate student will be dismissed from the program for one or more of the following:

- violating the academic and/or non-academic misconduct policies of the School of Health Professions.
- failing to achieve a semester GPA of 3.0 while on academic probation.
- failing to earn a grade of C or better when repeating a course in which the student previously earned a grade of D or F.
- failing to successfully complete remediation as established by the program.
- meeting the conditions of academic probation for a third semester.
- failing comprehensive examination remediation

A graduate student whose semester GPA falls below 2.75 in the final semester of the program will be ineligible for graduation.

As per the SHP policy on Academic Dismissal, students will receive an "intent to dismiss" letter generated by the Office of Admissions and Student Affairs and signed by the Department Chair. This letter will provide information about the student's right to appeal the dismissal. Copies of the letter will be provided to the student, the Program Director, the Department Chair, and the Director of the Office of Admissions and Student Affairs.

(Policies of the School of Health Professions can be accessed through the following URL: <https://hscweb.ttuhsu.edu/health-professions/current/policies.aspx>)

Knowledge and Skills Acquisition/Learning Outcomes

In addition to satisfactory completion of coursework and clinical practice, students must demonstrate knowledge and skills necessary for entry-level, independent practice of speech-language pathology as specified in the American Speech-Language-Hearing Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology. The program has developed 10 broad learning outcomes, tied to the larger Knowledge and Skills Acquisition document. Selected learning outcomes are addressed in every didactic course and clinical practicum, and the instructor determines how those learning outcomes are measured. It is possible for a student to earn a grade of A or B in a course, yet not demonstrate one or more learning outcomes at a satisfactory level. (If a student earns a grade of C or lower for a course, remediation or learning outcomes is automatically required.)

Remediation of learning outcomes. If a student does not meet one or more learning outcomes of a course, the instructor will work with the student to develop a plan outlining the steps for acquiring the lacking knowledge and skills. The plan must include requirements to receive credit for the learning outcome(s), along with a date of completion. Completion dates must be before mid-term of the semester following the course enrollment. Failure to successfully complete the requirements as established will result in the student being referred for an individualized student support plan. Support plans may include the requirement to enroll in additional coursework. Failure to complete the support plan in a timely manner may delay graduation and ultimately may result in dismissal from the program.

The program director will provide students with regular feedback regarding progress toward the degree and toward acquisition of the required knowledge and skills through Plan of Study meetings and individual counseling as needed.

Withdrawal from Program

A student who wishes to withdraw from the SLP program must schedule an appointment with the Program Director, who will provide guidance on the withdrawal process.

Expectations of Graduate Students in the Speech-Language Pathology Program

Clinical Practica

As students advance through the program, they will assume greater responsibilities as clinicians. Below is a summary of some of the major responsibilities.

1. Maintain a realistic daily schedule which allows sufficient time to manage patient assignments.
2. Determine if your clinic assignments are sufficient to meet your clinical clock hour requirements.
3. Schedule patients during regular operating hours subsequent to obtaining the supervisor's permission.
4. Maintain all clinical fees, hours, and records as specified in the clinic handbook.
5. Attend all clinic meetings, supervisory appointments, and other professional activities (e.g., staffings and extracurricular departmental presentations).
6. Secure all equipment, files, tests, rooms, and buildings used.
7. Fulfill all assignments issued by a Clinical Director.

8. Solicit constructive criticism from the clinical educator(s).
9. Incorporate constructive criticism provided by the clinical educator(s)
10. Behave in a professional manner when interacting with clinical educators, patients, other professionals, and caregivers (e.g., parents).
11. Obtain formal permission from the supervisor(s) prior to implementation of any communication with a patient or his or her caregiver(s) or the initiation of any clinical management (e.g., therapy, referral, dismissal from therapy, cancellation of a scheduled clinical session, assessment results and/or recommendations, etc.)

Certification and Licensure

Students who complete the graduate program in speech-language pathology will meet the academic and supervised clinical practicum requirements to apply for a clinical fellowship experience through the American Speech-Language-Hearing Association and Texas licensure. The Program Director verifies satisfactory completion of both undergraduate and graduate academic course work, clinical practicum, and knowledge and skills requirements. The salient features of the standards for the ASHA Certificate of Clinical Competence include:

- Completion of required coursework culminating in a graduate degree from a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.
- Skills in oral and written communication and demonstrated knowledge of ethical standards, research principles, and current professional and regulatory issues.
- Practicum experiences that encompass the breadth of the current scope of practice with both adults and children resulting in a minimum of 400 clock hours of supervised practicum (at least 375 at the graduate level).
- A clinical fellowship completed under the direction of a mentoring speech-language pathologist who holds a current Certificate of Clinical Competence.

Prior to graduation, students must demonstrate, through completion of the Knowledge and Skills Acquisition (KASA) form with supporting documentation, the ability to analyze, synthesize, and evaluate information pertaining to normal and abnormal human communication across the life span, including the effect of cultural and linguistic diversity. Similar knowledge must be demonstrated for swallowing and emerging areas of practice. Examples of acceptable documentation to support the KASA include class projects, clinical experiences, independent studies, checklists of skills, records of progress in clinical skill development, research projects, course modules, and workshops.

Failure to Meet KASA Standards

Students not meeting departmental requirements for acquisition of knowledge and skills must complete remediation plans as defined by the program director in conjunction with the Director of Clinical Education, departmental faculty members, and/or clinical educators. Failure to complete the remediation plan will result in dismissal from the program.

SLP Knowledge and Skills Acquisition/Learning Outcomes

Knowledge and Skills Acquisition/Learning Outcomes

In addition to satisfactory completion of coursework and clinical practica, students must demonstrate knowledge and skills necessary for entry-level, independent practice of speech-language pathology as specified in the American Speech-Language-Hearing Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology. The program has developed 10 broad learning outcomes, tied to the larger Knowledge and Skills Acquisition document. Selected learning outcomes are addressed in every didactic course and clinical practicum, and the instructor determines how those learning outcomes are measured. It is possible for a student to earn a grade of A or B in a course, yet not demonstrate one or more learning outcomes at a satisfactory level. (If a student earns a grade of C or lower for a course, remediation or learning outcomes is automatically required.)

Remediation of learning outcomes. If a student does not meet one or more learning outcomes of a course, the instructor will work with the student to develop a plan outlining the steps for acquiring the lacking knowledge and skills. The plan must include requirements to receive credit for the learning outcome(s), along with a date of completion. Completion dates must be before mid-term of the semester following the course enrollment. Failure to successfully complete the requirements as established will result in the student being referred for an individualized student support plan. Support plans may include the requirement to enroll in additional coursework. Failure to complete the support plan in a timely manner may delay graduation and ultimately may result in dismissal from the program.

The program director will provide students with regular feedback regarding progress toward the degree and toward acquisition of the required knowledge and skills through Plan of Study meetings and individual counseling as needed.

Speech-Language Pathology Learning Outcomes (graduate)

Upon completion of the speech-language pathology graduate program, students will be able to: (examples of possible assignments the students will complete to accomplish the Learning Outcome)

Integrate research principles and processes into evidence-based clinical practice
(Conduct a literature search on a topic related to evidence-based practice. Obtain and review at least 7 research articles related to topic.)

Select, administer, and interpret assessment measures appropriate to various types of communication disorders and differences
(Develop, administer, and interpret a voice assessment on a person at-risk for a voice disorder. Administer, score, and interpret at least one formal adult language assessment procedure.)

Apply knowledge of basic human communication and swallowing processes to the evaluation of possible disorders and differences
(Transcribe both normal and disordered speech, using narrow transcription. Label normal oropharyngeal anatomy on a lateral x-ray.)

Use assessment data to develop differential diagnoses, prognostic statements, and recommendations
(Complete an assignment related to the use, management, and troubleshooting of hearing aids and FM systems for individuals with hearing loss. Determine individuals' candidacy for intervention and write prognostic statements for improvement of communicative function.)

Develop and implement culturally sensitive, age-appropriate intervention plans to be implemented in health care and educational delivery systems
(Write a report evaluating a published fluency therapy plan. Write a treatment plan and/or discharge summary that is age-appropriate and culturally sensitive for a virtual adult patient with an acquired language disorder in a health care system.)

Provide effective counseling/education to clients/patients, caregivers, and other professionals
(Develop materials related to typical or disordered speech production, appropriate for caregivers or other service providers. Participate in clinical experiences which include successful counseling of individuals with a communication disorder.)

Identify risk factors and recommend prevention strategies
(Maintain a weekly vocal hygiene journal, documenting vocal abuses/misuses and associated strategies to improve vocal health. Identify risk factors associated with dysphagia and/or aspiration pneumonia and recommend strategies to prevent secondary complications.)

Use professional writing skills to document assessment and treatment procedures and results
(Complete a medical chart entry (SOAP note) based on a speech-language therapy session for a virtual adult patient with an acquired language disorder. Write appropriate and measurable goals for a virtual patient with a motor speech disorder.)

Apply standards of ethical conduct and professional behavior to clinical practice
(Write a brief summary following a class discussion during which an ethical dilemma was the topic and present it to the instructor one week after the discussion. Summarize the ethical issues involved in conducting and reporting research.)

Identify the impact of regulatory, legislative, and credentialing issues on service delivery (Write an essay related to an assigned regulatory or legislative issue. Identify reimbursement and regulatory issues affecting the provision of AAC services.)

SLP Comprehensive Exams, Thesis

Master of Science Degree in Speech-Language Pathology

Comprehensive Examination Policy

Final Examination Definition

The final examination shall consist of the satisfactory completion of a master's thesis or a comprehensive examination. Students who select the comprehensive examination option must achieve passing scores on all portions of the exam to be eligible for graduation.

Nature of the Comprehensive Examination

Candidates taking the comprehensive final examination will respond to questions on two or three consecutive days (schedule determined annually). Many of the questions will be integrative and will require students to draw on their knowledge of normal development as well as disorders, and address issues such as the philosophies and theories supporting assessment and treatment. Students should be prepared to answer questions related to all areas of the KASA and related topics such as legislation, ethics, and other professional issues. Some objective questions requiring factual knowledge will be included, but the main purpose of this exam is to determine if the candidate can synthesize information for problem-solving tasks.

Administration

The examination will be administered each year during the spring semester. Candidates will write for up to 15 hours distributed across two to three days (schedule determined on an annual basis). All answers will be handwritten. The department will provide Scantrons, blue books, or other test forms. A faculty proctor will supply all the day's questions at the beginning of the day. Students may take breaks from writing as needed.

Question Preparation and Selection

The Comprehensive Examination Committee Chairperson (CECC) will solicit questions from faculty responsible for graduate curricula in the major and minor content areas. The CECC will ask for questions 6 weeks prior to the exam. Faculty questions will be submitted to the CECC by 3 weeks prior to the exam.

Examination Grading

The faculty member supplying questions for a content area will grade the candidate's reply. The CECC may also ask one other faculty member in the respective area (major or minor) to evaluate the student responses.

To obtain an overall passing grade for the comprehensive examination, the candidate must achieve a score of 70% or better for each content area on the comprehensive examination. A student with an average score of 92% or above will be designated *passing with honors*. In the event that a passing score is not achieved:

1. Students who initially fail a section of the exam typically will be required to re-take that portion of the exam (with different questions on the same topic area), or complete a project designed by the course instructor.
2. Students who fail 40% or more of the comprehensive exam subject areas will be required to enroll in an independent study course in the summer following administration of the exam, and then retake the sections of the exam which they failed initially.
3. For students who fail re-examination, an individualized remediation program will be developed by a committee. Upon successful completion of the remedial activity, the student will be cleared for the graduation if all other requirements are met.
4. If the student fails to successfully complete the individualized remediation program, the student will be dismissed from the program without graduation or conferral of the degree.

Timing of Comprehensive Examination and Current Coursework

Because the comprehensive examination will be completed prior to final course examinations, many students will take the comprehensive examination while enrolled in one or more courses during that same semester. Satisfactory completion of *both* the comprehensive examination *and* the coursework is required for the Master's degree.

Student Appeal Process

A candidate may informally discuss any complaint about the exam and/or grading procedure with the CECC. If this discussion does not resolve the student's complaint, the complaint should be submitted in written form to the program director within 10 calendar days following receipt of the written grade from the CECC. If the student questions the grading of portions of the examination, 1-2 additional faculty members will evaluate the student's responses. Faculty member(s) familiar with the course material will be designated as second grader(s) by the Program Director. The candidate has the right to initiate appeal procedures as described in the TTUHSC School of Health Professions Student Hearing Policy and Procedure.

Texas Tech University Health Sciences Center

Speech-Language Pathology

Thesis policy

Philosophy

The master's thesis and doctoral dissertation represent the most scholarly work produced by a graduate student in School of Health Professions. The thesis must demonstrate a mastery of the techniques of research, a thorough understanding of the subject matter and its background, and a high degree of skill in organizing and presenting the materials. The student is expected to complete the work independently under the supervision of an approved thesis committee and within a specified period of time prior to graduation.

Above all, scientific rigor and scholarly performance characterize thesis research. These guiding principles are especially embodied in the oral defense of the thesis. Successful completion indicates, in part, that a student has mastered the information and therefore earned the right to be considered an expert in his or her area of research.

Enrollment

A master's thesis requires the completion of a minimum of 6 credit hours of research under the direction of a graduate faculty member, typically the chair of the thesis committee. The student will enroll in thesis research courses (e.g., HPSH 6000) for 1-3 hours per semester over four semesters (spring 1, summer 1, fall 2, spring 2). The exact number of hours a student enrolls in each semester is determined via conversation with the student's thesis chairperson. The student must be enrolled in at least 1 credit hour the semester in which the thesis is defended. In order to register in the appropriate section, students must identify a thesis advisor prior to enrolling in thesis research.

Committee

The master's thesis committee will consist of three faculty members; exceptions may be made to include up to five committee members if deemed necessary by the student and student's advisor. The thesis chair must possess an earned doctorate degree. The other committee members may include faculty with a doctorate or master's degree and may be in the Department of Speech, Language, and Hearing Sciences or an alternative department at TTUHSC or TTU. The committee members should be able to support an aspect of the student's project, including but not limited to research design, data analysis, content expertise, subject recruitment. The student is expected to first identify a chairperson willing to chair the thesis committee and identify a topic (see below). Once these factors have been identified, the student is expected to personally ask each potential committee member of their willingness to serve. The student should present an overview of the intended topic as well as the intended purpose the committee member will fulfill

Topic

Selection of a topic for thesis research should be influenced primarily by the student's interests and secondarily by the faculty's expertise and availability of necessary resources required for eventual completion. The student and advisor are urged to identify a research project that can be completed within 4 semesters and that will be the student's independent work. Specifically, the research questions should not be provided from an existing project the advisor is conducting. Possible sources of data/methodologies include but aren't limited to:

- Case studies (choosing a client in the clinic or in the community)
- Replication study
- Chart review
- Descriptive study
- Experimental design

Research questions could involve typical or disordered populations of any age. Research questions could also be derived from existing data or existing projects, so long as the question represents a unique/independent focus of the student.

Expectations

The topic and focus of the thesis project is between the student and advisor. However, there are certain expectations for all students choosing to complete a thesis for graduation credit. These expectations are listed below:

- The thesis will include 5 chapters including an introduction, literature review, methods, results, and discussion.
- Students will decide to complete a thesis in lieu of comprehensive exams during their first fall semester. All students MUST defend by Spring Break of their final spring semester. See a tentative timeline below.
- The student must distribute the first 3 chapters (introduction, literature review, methods) 2 weeks prior to the prospectus meeting to each committee member. These chapters must be completed and in final form (see Prospectus Meeting below for more details).
- The student may not under any circumstances begin data collection or data analysis prior to the prospectus meeting.
- The student is expected to schedule regular meetings with each committee member throughout the process.
- The student must schedule a meeting with the program director once a thesis chair has been selected.

Prospectus Meeting

A prospectus meeting must be convened **before the student proceeds with the thesis/dissertation project**. This meeting is to last no longer than 2 hours. For this meeting, the student is expected to present a brief overview of the first three chapters (approximately 20-30 minutes) and then open it up for committee members to comment, question, and suggest changes to support the student's ultimate success. All thesis/dissertation committee members are obliged to attend and determine if the project as proposed is viable for continuation. Students should be prepared to present the entire committee with the first three chapters of their thesis (i.e., Introduction, Review of Literature, and Methods) two weeks in advance of the scheduled meeting. Evidence of a well-developed rationale, literature review, statement of the hypothesis, and research design will facilitate approval.

Students must not collect any data until their proposed thesis has been approved by the committee. In the event of using human subjects, approval must also be obtained from the TTUHSC Institutional Review Board for the Protection of Human Subjects (IRB).

At the conclusion of the meeting, the committee will vote as to approval, conditional approval (with conditions specified), or disapproval of the proposed project. This action will constitute an agreement between the student and the committee in regard to further pursuing the proposed research. Committee approval will be documented in writing and signed by all committee members (see Prospectus form). Any substantive changes in study design must be approved by the entire committee in writing.

Oral Defense

The oral defense is a public forum in which the candidate presents his or her area of research and answers questions directed to him or her by the committee members, other professionals, and private citizens. The candidate will be instructed to make a public presentation of the thesis or dissertation research. The presentation should provide a concise review of the salient literature and the hypothesis and rationale. In addition the presentation should describe the subject population, methods and procedures, and overview of the results. Finally, the candidate should make brief comments concerning the implications. Following the public presentation, the candidate will defend his or her thesis in a closed door meeting with the thesis committee. The defense should not exceed 2 hours, although final deliberations by the committee or subsequent discussions with the candidate may take longer. Students should defend their thesis before the deadline of the semester that she or he intends to graduate.

Once the examination period has been completed, the committee chair will ask the candidate to be excused while the committee reviews the candidate's performance. After all due deliberations have concluded, the chair will call for a vote from the committee in regards to passing, passing with revisions (as specified in writing by the committee), or failing. A majority vote will be used in reaching a decision. The chair will record the votes for possible future reference. The candidate will then be invited back into the room and given the decision of the committee. Revisions, if warranted, will also be explained at that time.

The room number, date, and time of the thesis defense must be approved two weeks in advance, and public notices must be posted. Copies of the thesis must be distributed to each committee member two weeks prior to the defense.

In the event that a student does not successfully defend his or her thesis and the scope of the problem exceeds what would typically be required in a major revision, the committee may fail the student. In the event of failure, the student may follow the remediation guidelines set by his or her respective academic program.

Format and style

The thesis must be written in a clear and grammatically correct manner. The final format must conform to the standards of the respective department within the School of Health Professions and the TTU Graduate School (<https://www.depts.ttu.edu/gradschool/academic/ThesesDissertation.php>). All theses must follow the guidelines specified in the current Graduate School Thesis-Dissertation Formatting Guidelines

The student must schedule a meeting with the Office of the Dean representative prior to beginning writing any chapters to discuss proper formatting. Once the final defense has been approved, students must again contact the Office of the Dean representative to submit the final document.

Grading

Each enrollment in thesis will be graded on a Pass/Fail basis.

Tentative Timeline

- 1st Fall Semester:
- Choose to complete a thesis
 - Identify a thesis chair
 - Begin exploring possible topics
 - By early November, register for at least 1 hour of thesis course for spring
- Over Winter Break:
- Read several research articles to further identify possible topics/gaps in the literature
- 1st Spring Semester:
- Identify a topic and research questions/aims
 - Identify possible committee members
 - Schedule meetings with each committee member
 - Finalize research questions
 - Schedule a meeting with Michelle Broselow to establish proper formatting for chapters
 - Write introduction, literature review, and methods
 - Register for 1-3 hours of thesis course for summer

- Summer Semester:
- Schedule Prospectus Meeting
 - Complete IRB paperwork, if applicable
 - Register for 1-3 hours of thesis course for fall

- 2nd Fall Semester:
- Begin data collection (if applicable)
 - Complete data analyses
 - Write the Results chapter
 - Begin writing the Discussion chapter
 - Register for 1-3 hours of thesis course for summer

- 2nd Spring Semester:
- Finalize Results and Discussion chapter
 - Create any necessary tables, figures, appendices
 - Schedule and complete Oral defense before spring break
 - Schedule meeting with Dean's representative

Reference: SHP OP: ST: 18 Thesis and Dissertation

Thesis Committee Selection Form

Date: _____

Student's Full Legal Name: _____ R#: _____

This committee must include a minimum of three members, not to exceed five members including the chair.

By signing, I agree to be an active member on _____'s committee through completion of the oral defense.

Signatures

Graduate Student	_____	_____
	Print Name	Signature
Committee Chairperson	_____	_____
	Print Name	Signature
Committee Member	_____	_____
	Print Name	Signature
Committee Member	_____	_____
	Print Name	Signature
Committee Member	_____	_____
	Print Name	Signature
Committee Member	_____	_____
	Print Name	Signature

Prospectus

Date: _____

Student's Full Legal Name: _____ R#: _____

Title of Thesis: _____

By signing, I agree that _____ has successfully defended the first three chapters (introduction, literature review, methods) and is approved to begin data collection and analysis.

Signatures

Graduate Student	_____	_____
	Print Name	Signature
Committee Chairperson	_____	_____
	Print Name	Signature
Committee Member	_____	_____
	Print Name	Signature
Committee Member	_____	_____
	Print Name	Signature
Committee Member	_____	_____
	Print Name	Signature
Committee Member	_____	_____
	Print Name	Signature

Oral Defense

Date: _____

Student's Full Legal Name: _____ R#: _____

Title of Thesis: _____

By signing, I agree that _____ has successfully defended his/her thesis and has made all edits as requested by the committee.

Signatures

Graduate Student	_____	_____
	Print Name	Signature
Committee Chairperson	_____	_____
	Print Name	Signature
Committee Member	_____	_____
	Print Name	Signature
Committee Member	_____	_____
	Print Name	Signature
Committee Member	_____	_____
	Print Name	Signature
Committee Member	_____	_____
	Print Name	Signature

Completion of Degree Requirements Form

- o Thesis
- o Prospectus
- o Oral defense

Title:

Signatures

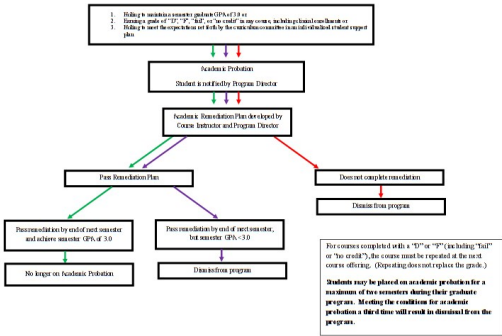
Graduate Student	Date	Committee Chairperson	Date
Committee Member	Date		
Committee Member	Date		
Committee Member	Date		

*The following signatures are ONLY required for the Thesis Oral Defense:

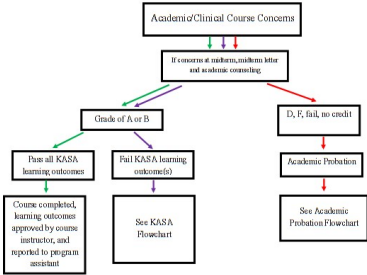
*Department Chair	Date
*Dean of the School of Health Professions	Date

Speech-Language Pathology Flowcharts

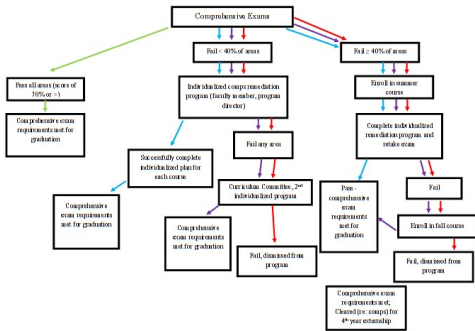
Academic Probation Flowchart



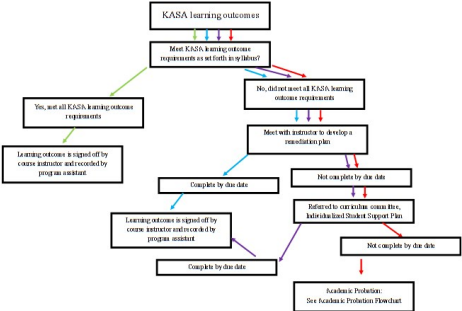
SLP Academic/Clinical Course Concerns Flowchart



SLP Comprehensive Examinations Flowchart



SLP KASA Learning Outcomes Flowchart



Doctor of Audiology

AuD Program

Accreditation

The doctoral (Au.D.) education program at Texas Tech University Health Sciences Center is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850-3289, 800-498-2071 or 301-296-5700.

Audiology Program Mission Statement

The mission of the Doctor of Audiology Program within the Department of Speech, Language, and Hearing Sciences (SLHS) is to improve the quality of life for individuals with hearing and balance disorders by offering students the academic and clinical foundation needed to provide clinical services and engage in research.

Audiology Learning Outcomes

The underlying objective of the Doctor of Audiology Program is to maintain a high-quality, clinic-based program, with coursework focusing on use of evidence-based methodology to promote hearing health care. This program includes training in current clinical methods, theoretical bases of clinical skills critical for the practice of audiology, research evaluation as support for clinical methods, and integration of knowledge obtained in coursework with skills obtained in clinical practicum. To meet these objectives, the program focuses on learning outcomes that provide the student with knowledge and skills related to: (examples of possible assignments the students will complete to accomplish the Learning Outcome)

- Understands acoustic and electrical principles related to auditory and balance instrumentation, assessment and intervention (e.g., completion of exams/assignments in instrumentation; completion of classroom amp activities in educational)
- Understands principles of normal auditory/balance anatomy and physiologic function, as well as the effects of disorders to these systems (e.g., completion of paper and cases in pediatric audiology; completion of project in pharmacology)
- Uses of a variety of evidence-based practices to assess, conserve, and document auditory and balance function (e.g., writes evidence-based practice paragraphs in clinical enrollments; develops a reference notebook of evidence-based practice in diagnostic audiology; completes grand rounds in clinical enrollments)
- Utilizes outcome measures to provide intervention related to disorders of auditory and balance function, using standardized and non-standardized measured in an evidence-based manner (e.g., meets required aural rehabilitation skills; completion of intervention assignments in clinical application of aural rehabilitation course)
- Utilizes evidence-based practices to determine and measure appropriate characteristics of hearing assistive technology systems, amplification, and other technology (e.g., completes different activities related to classroom amplification; meets specified amplification skills in the clinic)
- Provides education and counseling to patients, families, and other individuals involved in patient care regarding assessment and intervention of auditory and balance function, along with obtaining information relevant to intervention (e.g., meets fundamental counseling skills in clinical practicum; completion of a personal counseling project in counseling)
- Understands the impact of life-span issues, cultural diversity and underserved populations in audiological practice (e.g., accumulation of contact hours with culturally/linguistically diverse populations; completion of a presentation related to modifying test protocols based on age/culture/additional disabilities in diagnostic audiology)
- Familiar with normal life-span speech and language development, changes in communication related to poor auditory function along with identification of when changes are unrelated to auditory function (e.g., completes assignment on aural rehabilitation goals and activities in clinical application of aural rehabilitation; completes applied research project related to speech and language)
- Understands the impact of professional practices, business management practices and healthcare systems on service delivery (e.g., completion of Institutional Review Board training; accumulation of external program experiences in clinic)
- Understands research principles and practices in order to become efficient consumers of research (e.g., completes presentation and critiques of research articles; completion of clinical research enrollments)
- Understands the scientific and theoretical foundation of auditory practice (e.g., course projects, reports, paper in psychoacoustics; exams in fundamentals of audiology course)
- Demonstrates oral and written skills sufficient to achieve effective clinical and professional communication. (e.g., completion of pediatric paper; presentations in clinical disorders)
- Demonstrates knowledge and skills in the values and principles of interprofessional practices and team dynamics. (e.g., completes interprofessional modules; takes part in team-based activity)
- Understands ethical practices, including self-assessment and advocacy for the profession and the individuals served. (e.g., completes self-assessment activities in the courses/clinic)

Audiology Technical Standards

The accredited programs of Audiology and Speech-Language Pathology in the Texas Tech University Health Sciences Center, Department of Speech, Language, and Hearing Sciences (SLHS) adhere to the standards set by the American Speech-Language-Hearing Association (ASHA), including a code of ethics <https://www.asha.org/policy/ET2016-00342/>. Faculty members have a responsibility for the welfare of clients/patients tested, treated, or otherwise affected by students enrolled in the SLHS programs. Thus, it is important that individuals admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice audiology and speech-language pathology.

In order to fulfill this responsibility, the Department of SLHS has established a document of technical standards that reflects the functions that are considered essential to the professions of audiology and speech-language pathology. Ability to meet these technical standards is required for admission to the graduate programs and must be maintained throughout the time a student is enrolled in the program. Admission and retention decisions are based not only on satisfactory academic standing but also on non-academic factors that serve to ensure that candidates can meet the technical standards of the clinical programs required for graduation. Due to changes in healthcare and/or professional scope of practice, these technical standards may be amended over time and are subject to change. Students will be notified of any changes to these standards.

The department of SLHS seeks to educate a qualified, diverse group of students recognizing that in diversity lies excellence. The department is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the technical standards outlined below. In keeping with applicable federal and state law regarding disabilities, the department is committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully. A reasonable accommodation should not fundamentally alter the academic and clinical requirements of the programs, pose a direct threat to the health or safety of the student or others, or present an undue burden to the institution. Any student with a disability who is accepted to either of the graduate programs must contact the 504 coordinator in the TTUHSC Office of Student Services as soon as possible. The 504 coordinator will confirm that the stated condition qualifies as a disability under applicable laws and will work with the department to determine what accommodations are reasonable.

In order to acquire the knowledge and skills requisite to the practice of audiology and speech-language pathology to function in a variety of clinical situations and to successfully complete the programs at TTUHSC, candidates for degrees must have multiple abilities and skills divided into five areas: communication, motor, intellectual-cognitive, sensory-observational, and social-behavioral. The following technical standards reflect the applicable sub-set of abilities that are required under each skill:

1. Communication
- Prospective and current students must possess adequate communication skills to:
- Communicate effectively with individuals and groups in person, by phone, and in written form while considering the communication needs and cultural values of the listener at a level which will support competent professional practice.
 - Communicate proficiently in oral and written English.
 - Communicate professionally, effectively, and legibly to meet demands required as part of coursework and during clinical work to ensure patient safety (e.g., scholarly papers, medical records, clinical reports, standardized assessment).
 - Perceive and demonstrate appropriate non-verbal communication for culture and context.
 - Convey information accurately with relevance and cultural sensitivity.
 - Possess sufficient speech/vocal productions for provision of clinical services.

2. Motor skills
- Prospective and current students must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities for the defined workday.
- Efficiently manipulate testing and treatment environments, materials, and equipment to complete screening and evaluation protocols and treatment and behavior plans.
- Access technology and equipment for clinical management (e.g., billing, charting, therapy programs), diagnostic testing, and treatment protocols.
- Negotiate patient/client care environments and move between settings such as the classroom, health care facility, educational setting, and community settings.
- Access transportation to attend academic courses and clinical placements.
- Use fine motor skills to perform procedures involving the outer ear and speech mechanisms (e.g., ear canal impressions, otoscopy, hearing aid fittings, oral mechanism exams, swallowing protocols).
- Safely manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids).
- Provide a safe environment for others when responding to emergency situations (e.g., fire, choking, or other medical emergencies) and in the application of universal precautions.

3. Intellectual/Cognitive
- Prospective and current students must possess adequate intellectual/cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate, and apply large amounts of written and verbal information in a short period of time sufficiently to meet curricular and clinical demands.
- Read, comprehend, record, and interpret information accurately from diagnostic tests, equipment, and patient records to formulate a diagnosis, develop a treatment plan, make independent clinical decisions, and ensure patient safety.
- Generate discipline-specific documents and clinical reports in English.
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.
- Analyze and solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic, and therapeutic planning and implementation.
- Accurately identify and communicate limits in one's own professional knowledge and skills and utilize resources to increase knowledge and skills.
- Use technology to meet requirements of courses and practicum (e.g., internet access, learning management systems, electronic health records).

4. Sensory/Observation
- Prospective and current students must possess adequate sensory skills of vision, hearing, touch, and smell to:

- Visually and auditorily identify normal and disordered characteristics in the areas of semantics, pragmatics, syntax, morphology, phonology, swallowing, cognition, balance, hearing, and social interaction related to communication.
- Observe patients' activity and behavior accurately during assessment and treatment procedures.
- Visually monitor client/patient responses and materials.
- Identify and discriminate anatomic structures and imaging findings (e.g., otoscopy, oral mechanism exam, MBSS, FEES).
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Accurately monitor, through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients.
- Recognize and interpret when a client's family/caregiver does or does not understand the clinician's written and/or verbal communication.

Prospective and current students must possess adequate social/behavioral skills to:

- Comply with administrative, legal, and regulatory policies, including upholding the ASHA Code of Ethics.
- Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, and patients' families during clinical and academic interactions.
- Maintain adequate physical and mental health and self-care such that the health and safety of self and others in the academic and clinical settings is not jeopardized.
- Maintain adequate physical and mental health and self-care to access and participate in a variety of educational and clinical settings/activities.
- Develop and maintain professional relationships with clients/patients, fellow students, and colleagues.
- Demonstrate flexibility and the ability to adapt to changing situations and uncertainty (which includes maintaining professional demeanor and emotional health) in academic, clinical, and community settings.
- Conduct oneself in a mature, empathetic, and effective professional manner by exhibiting compassion, honesty, integrity, professionalism, and concern for others in an ethical and legal manner in all interactions and situations.
- Maintain regular attendance and meet responsibilities within designated timelines.
- Manage time effectively to complete professional and technical tasks within constraints.
- Accept feedback (e.g., suggestions, constructive criticism) and modify behavior accordingly.
- Maintain appropriate and professional appearance for varied clinical and academic environments.

Academic Counseling Criteria

The AuD curriculum is designed in a lock-step structure which is different in some ways from a traditional format. Students are required to take classes in a set schedule of semesters that are fixed at the start of the program. Unless they intend to withdraw or take a leave of absence from the program, students are not permitted to vary from this schedule.

Each term, the faculty will review students' performance at mid-semester. If there are concerns about a student's academic or clinical work, the student will receive a letter from the Program Director, instructing him or her to meet with the Instructor(s) to discuss the concerns and to determine what measures the student needs to take to return to good academic standing. Copies of all warning letters will be placed in the student's file. (The TTUHSC SHP academic counseling policy can be accessed via <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>)

See the "Academic/Clinical Course" flowchart in the Handbook.

Good Academic Standing

To remain in good academic standing, audiology graduate students must maintain a cumulative graduate Au.D. program GPA of at least 3.0, achieve a grade of "C" or better in all coursework, and currently not be on academic probation as defined below.

Academic Probation

A graduate student will be placed on academic probation for one or more of the following:

- failing to maintain a cumulative graduate Au.D. program GPA of 3.0
- earning a semester graduate Au.D. program GPA of below 3.0
- earning a grade of "D", "F", "fail", or "no credit" in any course, including clinical enrollments
- receiving a grade of "C" in 2 or more courses in a single semester
- failing to meet the expectations set forth by the audiology curriculum committee in an individualized student support plan

Students on academic probation must complete academic remediation (see below). Students on academic probation will not be allowed to be placed in a clinical setting outside of TTUHSC until they return to good academic standing. If a student is not in good academic standing at midterm or receives midterm warnings for 2 or more courses, an externship placement for the upcoming semester will not be assigned until grades are posted confirming that the student will not be on academic probation for that semester. This may delay the start of the clinical externship and may result in a placement other than the student's requested site.

Graduate credit will be allowed for a course with a grade of "C" but the experience cannot be used to satisfy competencies for the KASA. Courses completed with a grade of "D" or below will not meet graduation requirements. For courses completed with a "D" or "F" (including "fail" or "no credit"), the course must be repeated at the next course offering. A course may be repeated only once. Failure to earn a "C" or better when the course is repeated will result in dismissal from the program. In addition, any clinical enrollment completed with a "D" or "F" (including "fail" or "no credit") will result in loss of all clinical hours obtained during the semester and will not count toward departmental clock hour minimums. A student will not be allowed to graduate until all courses have been completed with a grade of "C" or above. See the "Academic Probation" flowchart in the Handbook.

(Repeating a course does not replace the original grade. For the purpose of calculating graduate Au.D. program GPA, the grade obtained when a course is retaken is averaged with previous grades.)

As per the SHP policy on Academic Probation, students will be notified that they are being placed on academic probation in a letter generated by the Program Director. Copies of the letter will be provided to the student, the Program Director, the Department Chair, and the Associate Dean for Admissions and Student Affairs. (Policies of the School of Health Professions can be accessed through the following URL: <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>)

Academic remediation for students on academic probation

For students placed on academic probation, academic remediation plans will be developed by the course instructor and approved by the Program Director. See the "Academic Probation" flowchart in the Handbook. The student should be aware that some remediation plans will delay the projected graduation date. Options for remediation as approved by the Program Director include but are not limited to:

- Individual tutoring with a program faculty member.
- Faculty directed group or individual study.
- Repeating clinical experiences/tracts.
- Repeating course(s)

*Repeating course(s) is the only option for students on academic probation for receiving a "D" or "F" (including "fail" or "no credit"). A course may be repeated only once. Failure to earn a "C" or better when the course is repeated will result in dismissal from the program.

Routine follow-up counseling with the student will be scheduled to assess and document the progress and outcome of the remediation plan. All meetings with the student regarding remediation must be documented by the faculty member(s) involved, to include the student's understanding of the problem, willingness to cooperate and compliance with the plan.

Dismissal

A graduate student may be dismissed from the program for one or more of the following:

- failing to obtain a graduate Au.D. program GPA of 3.0 upon completion of probationary period(s)
- failing to successfully complete remediation as documented in the remediation plan
- failing to earn a grade of "C" or better when repeating a course in which the student previously earned a grade of "D" or "F"
- failing audiology comprehensive exit examination remediation (see below)
- violating the academic and/or non-academic misconduct policies of the School of Health Professions.
- meeting the conditions that would result in academic probation a third time (i.e., students may be placed on academic probation for a maximum of two semesters during their graduate program).

If a student's semester and/or cumulative graduate Au.D. program GPA falls below 3.0 or if the student is placed on academic probation for the final semester prior to being cleared for the fourth-year placement, the student's fourth year externship (and subsequently, graduation) will be delayed.

As per the SHP policy on Academic Dismissal (see <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>), students will receive a "recommendation of academic dismissal" communication from the Office of Admissions and Student Affairs. The policy delineates the student's rights to appeal the dismissal.

A student who has been academically dismissed from the AuD program is ineligible for readmission to the program.

Information regarding dismissal can be seen in the following flowcharts in the Handbook: Academic Probation, Comprehensive Examinations.

Knowledge and Skills Acquisition

In addition to coursework, students must acquire knowledge and develop skills necessary for entry-level, independent practice of audiology. These knowledge and skills are delineated by the American Speech, Language, and Hearing Association current Standards for Certificate of Clinical Competence in Audiology. Students must meet departmental requirements for the acquisition of such knowledge and skills to graduate. The program director will meet regularly with the students to review academic progress, along with reviewing acquisition of knowledge and skills. For students not meeting specific knowledge and skills in a course, the instructor will develop a document outlining the steps for acquiring the lacking knowledge and skills for the student. This document must include specific requirements for meeting the specific knowledge and skills/learning outcome, along with a date of completion. Completion dates must be before mid-term of the semester following the course enrollment for a long semester (i.e., fall/spring) or end of the semester for the summer. Failure to successfully complete the requirements set forth in this document will result in the student being referred to the curriculum committee for an individualized student support plan. Failure to complete the individualized student support plan will result in the student being placed on academic probation. See the flowchart "KASA Learning Outcomes" in the Handbook.

Audiology Comprehensive Exit Examination

See the flowchart "Comprehensive Examinations" in the Handbook.

Definition.

Completion of the Au.D. degree requires that each student successfully complete the audiology comprehensive exit examination. The audiology exit examination consists of tests related to coursework taken during completion of the Au.D. degree. Questions will be primarily integrative and will include such issues as philosophy, theory, anatomy and physiology, assessment, and treatment. Some objective questions requiring factual knowledge may also appear, but the main purpose of this exam is to determine if the candidate can synthesize information for problem-solving tasks.

Question Preparation and Selection.

The appointed faculty committee representative will solicit questions from faculty responsible for graduate curricula.

Administration.

The exit examination will be administered each year during the spring semester. A faculty proctor will supply the day's questions and collect completed test packets.

Examination Grading.

The faculty member supplying questions for a content area will grade the candidate's response(s).

To obtain an overall passing grade for the comprehensive exit examination, the candidate must achieve a score of 80% or better for each content area.

In the event that passing scores are not achieved, an individualized comprehensive examination remediation program will be developed by the faculty members from the course(s) needing to be remediated and the Program Director for Audiology. The remediation will be documented with a specific plan of action, criteria for passing, and due date for completion. This form will be signed by the faculty member(s) and the student, with a copy being provided to the Program Director. Remediation may consist of one of three options (or a combination of options) based on the score on the original examination, input from the course(s) faculty, and information provided by the student:

- Re-examination: Students may be required to re-take the failed course's comprehensive exam. These re-examinations can be written and/or oral. The re-examination may be offered during the same semester as the exit examination or, if determined appropriate by the course faculty, the student may be asked to take the re-examination by the end of the semester following the comprehensive exit examination. The additional semester required before re-taking the exam can delay the student's graduation date.
- Comprehensive examination remediation project: This could be a project or independent study developed by the course faculty. This project may be offered during the same semester as the exit examination or, if determined appropriate by the course faculty, the student may be asked to complete the project by the end of the semester following the comprehensive exit examination. The additional semester required for completing the project can delay the student's graduation date.
- Comprehensive examination remediation and enrollment in independent study course: Students who fail 40% or more of the total number of the comprehensive examination subject areas will be required to complete a remediation plan which must include enrolling in an independent study course in the summer

semester following the comprehensive examination. The student will not be cleared to begin the 4th year externship until he/she has satisfactorily completed remediation of all coursework and completed the summer independent study enrollment.

Upon successful completion of the chosen option, the student would be cleared to start the fourth year externship (given that all other requirements have been met). Should a passing grade not be obtained, the student will be referred to the Curriculum Committee who will meet with the course faculty member and then recommend the student perform another option for remediation (re-examination, remediation project, or independent study course enrollment). In this case, graduation will be delayed. If the student fails to successfully complete the second remediation program specified by the Curriculum Committee, the student will be dismissed from the program without graduation or conferral of the degree.

Students cannot start their fourth year clinical externship until all portions of the audiology exit examination have been successfully completed. For students required to enroll in the summer independent study course, 4th year externship cannot begin until the fall semester following comprehensive examinations (if the remediation course was successfully completed).

Student Appeal of Exit Examination Grade

If the student questions the grading of portions of the examination, 1-2 additional faculty members will evaluate the student responses. Faculty member(s) familiar with the course material will be designated as second grader(s) by the Program Director.

Timing of Audiology Exit Examination and Current Coursework.

Because the comprehensive exit examination will be completed prior to final examinations, many students will take the audiology exit examination while enrolled in one or more courses during that same semester. Satisfactory completion of **both** the exit examination and all coursework is required for the Au.D. degree. For example, it is possible that a candidate might pass the graduate course for the content area but fail the comprehensive examination in that content area. In this event, policies governing each requirement (the audiology exit examination and coursework) will be separately applied to determine the student's progress toward the Au.D. degree.

Student Appeal Process

If a candidate wishes to appeal the decision of the comprehensive examinations, he/she should follow the School of Health Professions Academic Grade Appeal policy (accessed through <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>).

Credit by Examination

Courses in the Department of Speech-Language and Hearing Sciences may not be taken by examination.

Disabilities

TTUHSC complies with the Americans with Disabilities Act (ADA), Section 504 Rehabilitation Act of 1973, and state and local requirements regarding students with disabilities. No otherwise qualified and competitive individual with a disability shall be denied access to or participation in services, programs, or activities of TTUHSC solely on the basis of the disability. Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor to discuss necessary accommodations. A prerequisite for receiving any special accommodations is a completed Application for Accommodations, along with sufficient supporting documentation as determined by the 504 coordinator, on file in the Office of HSC Student Services. Students with a temporary limitation (e.g., due to extended illness) should also provide documentation to the Director of HSC Student Services, who will determine appropriate accommodations. Additional information is available at <https://www.ttuhs.edu/disability/default.aspx>

Clinical Skills and Hours Requirements

A student is expected to successfully complete all clinical requirements as stated in the clinical syllabus and manual. Hour requirements are a minimum of 1500 hours of direct patient contact time and 350 hours of non-contact hours for a total minimum of 1850 hours. For more information and documentation, the student is directed to the clinical student syllabus. Failure to complete clinical requirements may result in a delay in graduation until requirements are met.

Portfolio/KASA:

Portfolio: The portfolio provides evidence of the academic knowledge, clinical knowledge, and clinical experiences of the student. The portfolio will be submitted in two versions. Version 1 of the portfolio will be submitted on April 1st of the 3rd year while enrolled in the Au.D. program. The first version will be graded before the student is allowed to begin the 4th year clinical experience. The second version will be submitted during the 4th year on April 15th.

The portfolio will contain: research requirements, syllabi, and any special projects. The program will provide the students with copies of the cumulative summative evaluation, and clinical hours.

For **Version 1** (turned in during the 3rd year), have each section in your portfolio. We will review that the information is current in each section.

Section 1: Materials to be signed by program director.

You will receive many of these forms in your 3rd year.

Section 2: KASA

Include most recent learning outcome form received at the most recent plan of study.

Section 3: Plan of study

Include all notes from academic and clinical plan of study meetings.

Section 4: Transcripts

Include copies of all transcripts; these transcripts should be official if possible.

****Note:** you will have to have copies of official TTUHSC transcript after "degree conferred" is needed for licensure/certification.

Section 5: Clinical hours

Include the most current end-of-semester clinical hours.

Section 6: Clinical evaluations: Cumulative Summative Evaluation

Include the most current Cumulative Summative Evaluation provided at the plan of study meeting.

Section 7: Syllabi

Include the syllabus for each course you have taken, including one copy of the clinic syllabus. Include syllabi from undergrad courses you took which count toward a graduate course (e.g., you took diagnostic audiology as an undergrad)

Section 8: Research

Include all signed research forms. The final portfolio MUST include the form with signatures proving that the research project has been completed (defense & write-up)

Section 9: IPE Certificate

Include at least one IPE certificate indicating completion of a collaborative professional event.

Section 10: Projects

Include any projects for a knowledge/skill which hasn't been met in clinic or coursework. The program director and/or clinical director will inform you about such projects in the plan of study meetings.

Supplemental folder:

Keep all projects in a supplemental folder – for example, the grading forms from papers that met Learning outcomes in courses, etc. Include in this section your semester final clinical evaluation forms.

For **Version 2** (turned in during your 4th year), the following sections must be mailed to the program director for review:

Section 1: Materials to be signed by program director.

You will receive many of these forms in your 3rd year. The ASHA certification form (verification by program director) must be included.

Section 2: Plan of study

Specifically, notes from academic and clinical plan of study meetings from the 4th year must be included.

Section 3: KASA

The program director will add the final learning outcome form once the requirements are completed and KASA by foundation form (provided by the program director).

Section 4:

Official TTUHSC transcript after "degree conferred" will be needed for licensure/certification (doesn't have to be included in portfolio)

Section 5: Clinical hours

The clinical director will add the final signed version of hours after the final semester is completed and all requirements are met.

Section 6: Clinical evaluations: Cumulative Summative Evaluation

The clinical director will add the final signed version the summative evaluation form after the final semester is completed and all requirements are met.

Section 7: Syllabi

ONLY include the syllabus from 7020-7021 (4th year enrollment). All other syllabi will have been checked during the 3rd year.

Section 8: Research

Include all signed research forms. This would be an inclusion criterion for this version only if the research project was not completed during the scheduled courses. The final portfolio MUST include the form with signatures proving that the research project has been completed (defense & write-up)

Length of Program

The program is designed as a four-year program. Different circumstances may prolong the program. In the case that a program is prolonged, the total length of the program will not exceed 8 years. Course credit will not be counted toward the graduation requirement if the course credit was obtained more than 8 years prior to anticipated graduation date. In order to ensure the student has current knowledge related to the field at the time of graduation, such courses (credit obtained > 8 years prior to graduation) must be taken again for credit to meet graduation requirements. Clinical skills may also be affected and have to be demonstrated again, under this guideline. Any student entering the program with a previous Master's degree will have the years spent in obtaining the Master's degree counted in this process. However, the interim years following the receipt of the Master's degree will not apply, as knowledge level will have been considered for the individual admission degree plan. Students whose program exceeds 8 years due to medical leave may apply for exemption by requesting a review of knowledge and skills before the curriculum committee.

Audiology Clinical Research Project

Introduction

All students enrolled in the Doctor of Audiology (Au.D.) program at Texas Tech University Health Sciences Center (TTUHSC) must complete a clinical-research project. It is expected that the guidelines contained in this document will be useful for students and members of their committee in planning and performing the research project.

Objective

The clinical research project meets the following objective:

Understands the application of principles and practices of research

KASA: 49: principles and practices of research, including experimental design, evidence-based practice, statistical methods, and application of research to clinical populations

Broad Learning Outcome: J

What Constitutes a Clinical-Research Project?

The profession of Audiology is based on an evidence- and mechanism-based approach, and one that stresses the assessment of results from applied and basic research. As a result, the faculty at SLHS – TTUHSC supports expanding the field through research. During the course of the Doctor of Audiology Program, each student is expected to engage in research.

Although the student is responsible for the content and format of the project, a faculty mentor, selected by the student, is expected to provide guidance. Both the student and mentor should read and understand these guidelines prior to initiating the clinical-research process. **This document describes the procedural sequence necessary to complete the clinical-research project in a timely fashion, but does not guarantee that the student will graduate on time.**

Requirements

The clinical-research project comprises three 1-credit hour enrollments in clinical research courses. During the enrollments, the student will chose a mentor and committee member(s), choose the initial topic, complete a literature review, develop methods for the project, complete data collection, analyze the data, write results/discussions, and develop a poster presentation. The completed clinical-research project must also be approved by the committee and presented as a poster in a peer reviewed forum prior to being cleared for the 4th year externship. The various procedures and guidelines associated with completion of the

research project are outlined as follows:

Procedural Steps

Detailed below are the steps needed to complete the clinical-research project. A timeline has been included.

Initiation

The initial step in the process is to identify a general area of interest. At this stage, the topic or format of the clinical- research project need not be specific, but the student should have a general idea about the area of interest. The majority of ideas for research projects arise from reading the literature, or as the result of discussions with course instructors, classmates, and with other professional colleagues. For these reasons, students are encouraged to discuss possible research ideas with course instructors, professionals, and/or classmates prior to making their decision. Students are expected to use moral and ethical judgments when communicating with faculty and students about the ideas of others.

Selecting a Chairperson/Mentor

Choosing a faculty member from the Department of Speech, Language, and Hearing Sciences to chair/mentor the research project is equally important. In addition to providing assistance in selecting other committee members, the chairperson/mentor will interact closely as the student works to refine the original study idea into a prospectus, conducts the project, writes the final product, and develops a final presentation. In this respect, the chairperson/mentor is expected to provide guidance and mentorship to the student during all phases of the research experience.

INSTRUCTOR	AREA OF STUDY
Jeremy J. Donai, Ph.D.	Speech Perception, Use of High-Frequency Speech Energy: Human and Machine
Moumita Choudury, Au.D.	Aural Rehabilitation, Extended High-Frequency Audiometry
Tori Gustafson, Au.D.	Auditory Processing, Unilateral Hearing Loss, Audiologic Rehabilitation
Candace Hicks, Ph.D.	Pediatric/Educational Audiology, Assistive Listening Devices, Listening Effort
Leigh Ann Reel, Au.D., Ph.D.	Selective Auditory Attention, FM systems, Multicultural Issues, Noise Induced Hearing Loss
Renee Zimmerman, Au.D.	Cochlear Implants, Clinical Protocols
Steven Zupancic, Au.D., Ph.D.	Balance Function, Electrophysiology, Cochlear Implants

Selection of Student Research Committee

Once a student has identified a topic and found a chairperson/mentor, the next step is to identify faculty who will serve on their committee. **The committee should consist of a minimum of 2 members, including the chairperson/mentor, with at least 1 committee member being from the Department of SLHS faculty.** Students may seek committee members outside of SLHS once these requirements have been met. If data are to be collected off-site, a representative of the facility should be included on the committee, or act as a consultant for the project.

Selection of Au.D. project topic, chairperson and committee must be completed by mid-term of Year 1 Summer.

Project Format

The project can take one of two forms: a data-driven project or an annotated bibliography which answers a clinical research question.

- Data-driven project. In this project, the student will design a study that would answer the developed research question(s). This might include a pilot study, single-subject study, file review or more involved data collection designs.
 - Students may work in groups of two on a data driven project, if such group work is approved by the faculty mentor and committee. Each student must take part in all aspects of the project in some way. Students working in teams must complete the "Clinical Research Project: Group Approval Form" committing to working as a team and delineating the division of work. This document must be approved by the research mentor and committee.
- Annotated bibliography. This would involve an exhaustive review of the literature in a particular area. It should be directed toward answering a specific clinical research question. The articles must be quality-ranked, followed by statistical analysis of the importance of that source to the question. A minimum of 25 sources must be included.

**Students enrolled in the dual Au.D./Ph.D. program must complete a data-driven project if they wish for it to count as the initial graduate research project of the Ph.D. portion of the program.*

Prospectus

The student will meet with his/her committee for a prospectus meeting. The prospectus should be prepared under the direction of his/her mentor/chairperson. Prior to the meeting, the student will provide the committee members with a written literature review and methodology for a data-driven project. For the annotated bibliography, the student will provide a list of annotated references and a proposal of how these references will be used to answer the research question. At this meeting, the committee will discuss the project proposal and suggest changes. The student will prepare a 15-20 minute presentation, which describes the proposed clinical-research project. The presentation should include a brief overview of the literature, research question, and methodology (if collecting data) or how the references will be used to answer the research question (if annotated bibliography). If working as a team, both students must present during the prospectus (each student presenting for 10-15 minutes).

Prospectus must be completed by mid-term of Year 2 fall semester.

Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC) & Institutional Biohazards Committee (IBC)
(Fall of 2nd year)
TTUHSC, in compliance with Federal law, has specific policies that govern projects involving human and animal subjects, as well as bio-hazardous materials.

When a clinical-research project involves human subjects (or clinical files), an application must be submitted to the TTUHSC Institutional Review Board (IRB) for review and approval. (IRB policies and procedures can be found at <https://www.ttuhsu.edu/research/divisions/integrity-office/review-board/default.aspx>.) Prior to submitting an application, students must take an online training course on human subjects, available at the above site, as well as training for HIPPA. **A project involving human subjects cannot begin without IRB approval.**

When a project involves animal subjects, approval must be obtained through Institutional Animal Care and Use Committee (IACUC). (IACUC policies and procedures can be found at <https://www.ttuhsu.edu/research/divisions/integrity-office/animal-care/default.aspx>.) **A project involving animal subjects cannot begin without IACUC approval.**

Projects involving bio-hazardous materials must gain approval from the Institutional Biohazards Committee (IBC). (IBC policies and procedures can be found at <https://www.ttuhsu.edu/research/divisions/integrity-office/biosafety-committee.aspx>) **A project involving bio-hazards cannot begin without IBC approval.**

The IRB, IACUC, and/or IBC application should be prepared by the student under the guidance of their chairperson/mentor. It will be submitted to the department chairperson at least one week prior to the submission date for IRB/IACUC for his/her approval and signature per IRB requirements. Submission deadlines can be found at the IRB website. In general, it will take about 4 to 8 weeks, or more, for an application to be reviewed and notification sent to the student and chairperson/mentor.

*Conducting the Project/Preparing a Preliminary Draft
(Spring and Summer of 2nd year, Fall of 3rd year)*
Once all necessary approvals have been obtained, as discussed in the previous sections of these guidelines, the student's task is to conduct the clinical-research project.

Presentation

After the committee has reviewed and approved the completed student project, the student will present the clinical-research project in the form of a poster presentation. Format information will be provided to the student. At the conclusion of the poster presentation, the committee will schedule to meet in the absence of the student to decide if the student has satisfactorily completed the clinical-research project, and to recommend, if necessary, any additions or changes to the research project. A project is satisfactory when a majority of the committee is in agreement. The student will then be notified by the chairperson/mentor of the decision(s). Students who work in a group of two may develop one poster. However, each student must present for the minimum time requirement.

Should the student fail to complete the requirements at a level that would satisfy the committee, the student will be required to enroll in a summer independent study course. Failure to complete the poster by the presentation date would automatically qualify as failure to meet committee expectations and would require enrollment in an independent study course.

The research projects must be presented and approved prior to being cleared for the 4th year externship. Student cannot enroll in the 4th year externship until the summer independent study course is completed and passed. Being enrolled in this course could delay graduation.

Additional Requirements for Annotated Bibliography
For the annotated bibliography, the student must also submit the final written document (i.e., the written annotated bibliography). The project is not completed until the committee has also approved the final draft of this document. Once the final report has been completed, it is expected that the student will submit one hard copy and one electronic version to his/her chair/mentor. Should the student fail to complete the requirements at a level that would satisfy the committee, the student will be required to enroll in a summer independent study course. Failure to complete the document by the presentation date would automatically qualify as failure to meet committee expectations and would require enrollment in an independent study course.

The annotated bibliography must be completed and approved by the committee prior to being cleared for the 4th year externship. Student cannot enroll in the 4th year externship until the summer independent study course is completed and passed. Being enrolled in this course could delay graduation.

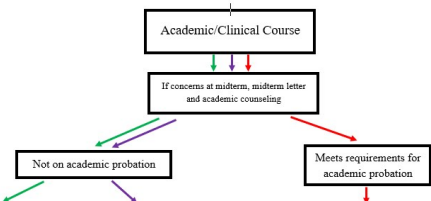
Grading Procedure

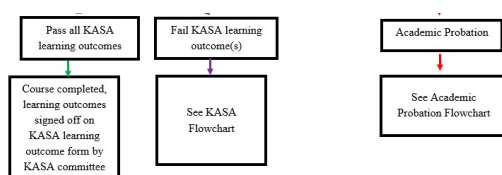
Research enrollments are graded as stated in the syllabus associated with each research enrollment (see "Audiology Academic Standards" section of the student handbook)

The completed Au.D. research form must be included in the student's portfolio. If working in a group of two, the Clinical Research Project: Group Approval Form must also be included in the student's portfolio. Successful completion of all requirements will constitute having met the KASA requirements for the clinical research project.

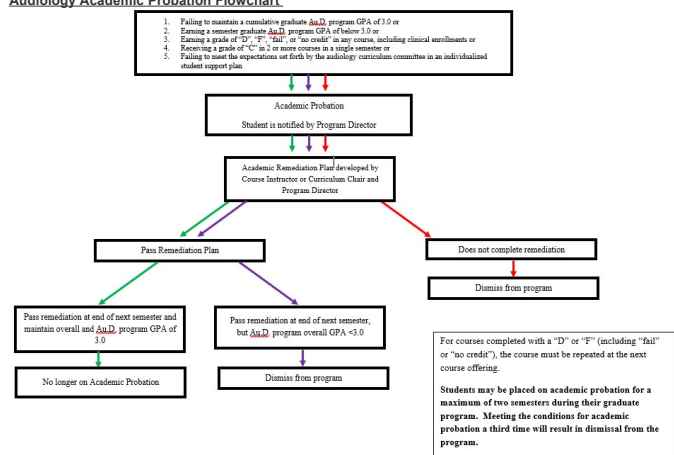
Audiology Flowcharts

Audiology Academic/Clinical Course Flowchart

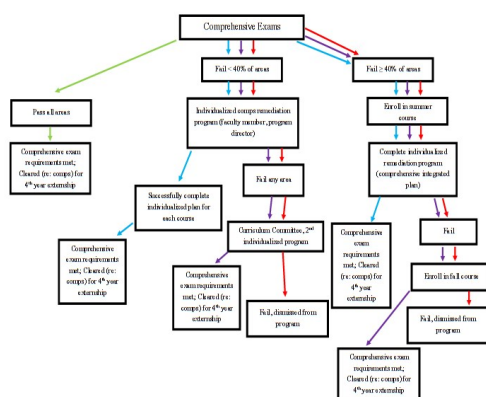




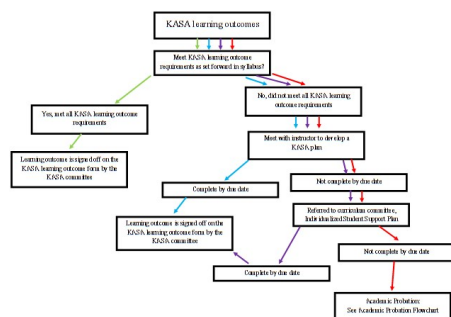
Audiology Academic Probation Flowchart



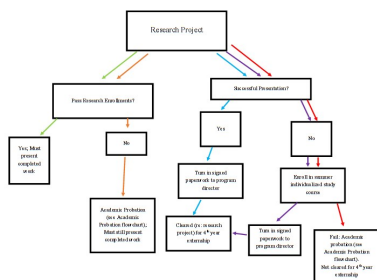
Audiology Comprehensive Examination Flowchart



Audiology KASA Learning Outcome Flowchart



Audiology Research Project Flowchart



AuD Program Accreditation Statement, Mission Statement

Accreditation

The doctoral (Au.D.) education program at Texas Tech University Health Sciences Center is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850-3289, 800-498-2071 or 301-296-5700.

Audiology Program Mission Statement

The mission of the Doctor of Audiology Program within the Department of Speech, Language, and Hearing Sciences (SLHS) is to improve the quality of life for individuals with hearing and balance disorders by offering students the academic and clinical foundation needed to provide clinical services and engage in research.

AuD Technical Standards

Audiology Technical Standards

The accredited programs of Audiology and Speech-Language Pathology in the Texas Tech University Health Sciences Center, Department of Speech, Language, and Hearing Sciences (SLHS) adhere to the standards set by the American Speech-Language-Hearing Association (ASHA), including a code of ethics <https://www.asha.org/policy/ET2016-00342/>. Faculty members have a responsibility for the welfare of clients/patients tested, treated, or otherwise affected by students enrolled in the SLHS programs. Thus, it is important that individuals admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice audiology and speech-language pathology.

In order to fulfill this responsibility, the Department of SLHS has established a document of technical standards that reflects the functions that are considered essential to the professions of audiology and speech-language pathology. Ability to meet these technical standards is required for admission to the graduate programs and must be maintained throughout the time a student is enrolled in the program. Admission and retention decisions are based not only on satisfactory academic standing but also on non-academic factors that serve to ensure that candidates can meet the technical standards of the clinical programs required for graduation. Due to changes in healthcare and/or professional scope of practice, these technical standards may be amended over time and are subject to change. Students will be notified of any changes to these standards.

The department of SLHS seeks to educate a qualified, diverse group of students recognizing that in diversity lies excellence. The department is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the technical standards outlined below. In keeping with applicable federal and state law regarding disabilities, the department is committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully. A reasonable accommodation should not fundamentally alter the academic and clinical requirements of the programs, pose a direct threat to the health or safety of the student or others, or present an undue burden to the institution. Any student with a disability who is accepted to either of the graduate programs must contact the 504 coordinator in the TTUHSC Office of Student Services as soon as possible. The 504 coordinator will confirm that the stated condition qualifies as a disability under applicable laws and will work with the department to determine what accommodations are reasonable.

In order to acquire the knowledge and skills requisite to the practice of audiology and speech-language pathology to function in a variety of clinical situations and to successfully complete the programs at TTUHSC, candidates for degrees must have multiple abilities and skills divided into five areas: communication, motor, intellectual-cognitive, sensory-observational, and social-behavioral. The following technical standards reflect the applicable sub-set of abilities that are required under each skill:

1. Communication

Prospective and current students must possess adequate communication skills to:

- Communicate effectively with individuals and groups in person, by phone, and in written form while considering the communication needs and cultural values of the listener at a level which will support competent professional practice.
- Communicate proficiently in oral and written English.
- Communicate professionally, effectively, and legibly to meet demands required as part of coursework and during clinical work to ensure patient safety (e.g., scholarly papers, medical records, clinical reports, standardized assessment).
- Perceive and demonstrate appropriate non-verbal communication for culture and context.
- Convey information accurately with relevance and cultural sensitivity.
- Possess sufficient speech/vocal productions for provision of clinical services.

2. Motor skills

Prospective and current students must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities for the defined workday.
- Efficiently manipulate testing and treatment environments, materials, and equipment to complete screening and evaluation protocols and treatment and behavior plans.
- Access technology and equipment for clinical management (e.g., billing, charting, therapy programs), diagnostic testing, and treatment protocols.
- Negotiate patient/client care environments and move between settings such as the classroom, health care facility, educational setting, and community settings.
- Access transportation to attend academic courses and clinical placements.
- Use fine motor skills to perform procedures involving the outer ear and speech mechanisms (e.g., ear canal impressions, otoscopy, hearing aid fittings, oral mechanism exams, swallowing protocols).
- Safely manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids).
- Provide a safe environment for others when responding to emergency situations (e.g., fire, choking, or other medical emergencies) and in the application of universal precautions.

3. Intellectual/Cognitive

Prospective and current students must possess adequate intellectual/cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate, and apply large amounts of written and verbal information in a short period of time sufficiently to meet curricular and clinical demands.
- Read, comprehend, record, and interpret information accurately from diagnostic tests, equipment, and patient records to formulate a diagnosis, develop a treatment plan, make independent clinical decisions, and ensure patient safety.
- Generate discipline-specific documents and clinical reports in English.
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.
- Analyze and solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic, and therapeutic planning and implementation.
- Accurately identify and communicate limits in one's own professional knowledge and skills and utilize resources to increase knowledge and skills.
- Use technology to meet requirements of courses and practicum (e.g., internet access, learning management systems, electronic health records).

4. Sensory/Observation

Prospective and current students must possess adequate sensory skills of vision, hearing, touch, and smell to:

- Visually and auditorily identify normal and disordered characteristics in the areas of semantics, pragmatics, syntax, morphology, phonology, swallowing, cognition, balance, hearing, and social interaction related to communication.
- Observe patients' activity and behavior accurately during assessment and treatment procedures.
- Visually monitor client/patient responses and materials.
- Identify and discriminate anatomic structures and imaging findings (e.g., otoscopy, oral mechanism exam, MBSS, FEES).
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Accurately monitor, through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients.
- Recognize and interpret when a client's family/caregiver does or does not understand the clinician's written and/or verbal communication.

5. Social/Behavioral skills

Prospective and current students must possess adequate social/behavioral skills to:

- Comply with administrative, legal, and regulatory policies, including upholding the ASHA Code of Ethics.
- Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, and patients' families during clinical and academic interactions.
- Maintain adequate physical and mental health and self-care such that the health and safety of self and others in the academic and clinical settings is not jeopardized.
- Maintain adequate physical and mental health and self-care to access and participate in a variety of educational and clinical settings/activities.
- Develop and maintain professional relationships with clients/patients, fellow students, and colleagues.
- Demonstrate flexibility and the ability to adapt to changing situations and uncertainty (which includes maintaining professional demeanor and emotional health) in academic, clinical, and community settings.
- Conduct oneself in a mature, empathetic, and effective professional manner by exhibiting compassion, honesty, integrity, professionalism, and concern for others in an ethical and legal manner in all interactions and situations.
- Maintain regular attendance and meet responsibilities within designated timelines.
- Manage time effectively to complete professional and technical tasks within constraints.
- Accept feedback (e.g., suggestions, constructive criticism) and modify behavior accordingly.
- Maintain appropriate and professional appearance for varied clinical and academic environments.

AuD Academic Progression and Counseling Policies

Academic Counseling Criteria

The AuD curriculum is designed in a lock-step structure which is different in some ways from a traditional format. Students are required to take classes in a set schedule of semesters that are fixed at the start of the program. Unless they intend to withdraw or take a leave of absence from the program, students are not permitted to vary from this schedule.

Each term, the faculty will review students' performance at mid-semester. If there are concerns about a student's academic or clinical work, the student will receive a letter from the Program Director, instructing him or her to meet with the Instructor(s) to discuss the concerns and to determine what measures the student needs to take to return to good academic standing. Copies of all warning letters will be placed in the student's file. (The TTUHSC SHP academic counseling policy can be accessed via:<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>)

See the "Academic/Clinical Course" flowchart in the Handbook.

Good Academic Standing

To remain in good academic standing, audiology graduate students must maintain a cumulative graduate Au.D. program GPA of at least 3.0, achieve a grade of "C" or better in all coursework, and currently not be on academic probation as defined below.

Academic Probation

A graduate student will be placed on academic probation for one or more of the following:

- failing to maintain a cumulative graduate Au.D. program GPA of 3.0
- earning a semester graduate Au.D. program GPA of below 3.0
- earning a grade of "D", "F", "fail", or "no credit" in any course, including clinical enrollments
- receiving a grade of "C" in 2 or more courses in a single semester
- failing to meet the expectations set forth by the audiology curriculum committee in an individualized student support plan

Students on academic probation must complete academic remediation (see below). Students on academic probation will not be allowed to be placed in a clinical setting outside of TTUHSC until they return to good academic standing. If a student is not in good academic standing at midterm or receives midterm warnings for 2 or more courses, an externship placement for the upcoming semester will not be assigned until grades are posted confirming that the student will not be on academic probation for that semester. This may delay the start of the clinical externship and may result in a placement other than the student's requested site.

Graduate credit will be allowed for a course with a grade of "C" but the experience cannot be used to satisfy competencies for the KASA. Courses completed with a grade of "D" or below will not meet graduation requirements. For courses completed with a "D" or "F" (including "fail" or "no credit"), the course must be repeated at the next course offering. A course may be repeated only once. Failure to earn a "C" or better when the course is repeated will result in dismissal from the program. In addition, any clinical enrollment completed with a "D" or "F" (including "fail" or "no credit") will result in loss of all clinical hours obtained during the semester and will not count toward departmental clock hour minimums. A student will not be allowed to graduate until all courses have been completed with a grade of "C" or above. See the "Academic Probation" flowchart in the Handbook.

(Repeating a course does not replace the original grade. For the purpose of calculating graduate Au.D. program GPA, the grade obtained when a course is retaken is averaged with previous grades.)

As per the SHP policy on Academic Probation, students will be notified that they are being placed on academic probation in a letter generated by the Program Director. Copies of the letter will be provided to the student, the Program Director, the Department Chair, and the Associate Dean for Admissions and Student Affairs. (Policies of the School of Health Professions can be accessed through the following URL: <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>)

Academic remediation for students on academic probation

For students placed on academic probation, academic remediation plans will be developed by the course instructor and approved by the Program Director. See the "Academic Probation" flowchart in the Handbook. The student should be aware that some remediation plans will delay the projected graduation date. Options for remediation as approved by the Program Director include but are not limited to:

- Individual tutoring with a program faculty member.
- Faculty directed group or individual study.
- Repeating clinical experiences/tracts.
- Repeating course(s)*

*Repeating course(s) is the only option for students on academic probation for receiving a "D" or "F" (including "fail" or "no credit"). A course may be repeated only once. Failure to earn a "C" or better when the course is repeated will result in dismissal from the program.

Routine follow-up counseling with the student will be scheduled to assess and document the progress and outcome of the remediation plan. All meetings with the student regarding remediation must be documented by the faculty member(s) involved, to include the student's understanding of the problem, willingness to cooperate and compliance with the plan.

Dismissal

A graduate student may be dismissed from the program for one or more of the following:

- failing to obtain a graduate Au.D. program GPA of 3.0 upon completion of probationary period(s)
- failing to successfully complete remediation as documented in the remediation plan
- failing to earn a grade of "C" or better when repeating a course in which the student previously earned a grade of "D" or "F"
- failing audiology comprehensive exit examination remediation (see below)
- violating the academic and/or non-academic misconduct policies of the School of Health Professions.
- meeting the conditions that would result in academic probation a third time (i.e., students may be placed on academic probation for a maximum of two semesters during their graduate program).

If a student's semester and/or cumulative graduate Au.D. program GPA falls below 3.0 or if the student is placed on academic probation for the final semester prior to being cleared for the fourth-year placement, the student's fourth year externship (and subsequently, graduation) will be delayed.

As per the SHP policy on Academic Dismissal (see <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>), students will receive a "recommendation of academic dismissal" communication from the Office of Admissions and Student Affairs. The policy delineates the student's rights to appeal the dismissal.

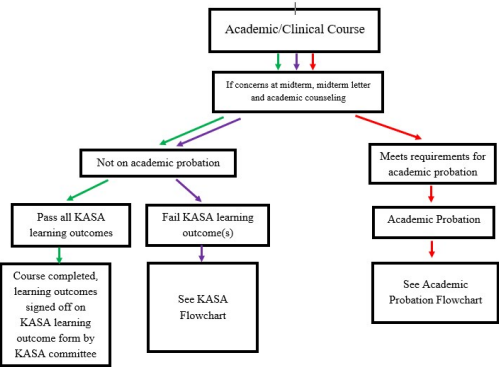
A student who has been academically dismissed from the AuD program is ineligible for readmission to the program.

Information regarding dismissal can be seen in the following flowcharts in the Handbook: Academic Probation, Comprehensive Examinations.

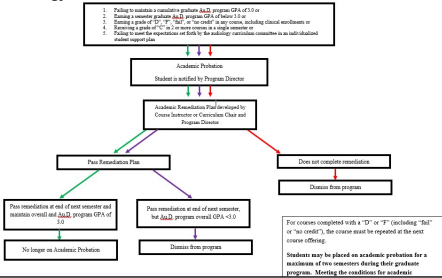
Knowledge and Skills Acquisition

In addition to coursework, students must acquire knowledge and develop skills necessary for entry-level, independent practice of audiology. These knowledge and skills are delineated by the American Speech, Language, and Hearing Association current Standards for Certificate of Clinical Competence in Audiology. Students must meet departmental requirements for the acquisition of such knowledge and skills to graduate. The program director will meet regularly with the students to review academic progress, along with reviewing acquisition of knowledge and skills. For students not meeting specific knowledge and skills in a course, the instructor will develop a document outlining the steps for acquiring the lacking knowledge and skills for the student. This document must include specific requirements for meeting the specific knowledge and skills/learning outcome, along with a date of completion. Completion dates must be before mid-term of the semester following the course enrollment for a long semester (i.e., fall/spring) or end of the semester for the summer. Failure to successfully complete the requirements set forth in this document will result in the student being referred to the curriculum committee for an individualized student support plan. Failure to complete the individualized student support plan will result in the student being placed on academic probation. See the flowchart "KASA Learning Outcomes" in the Handbook.

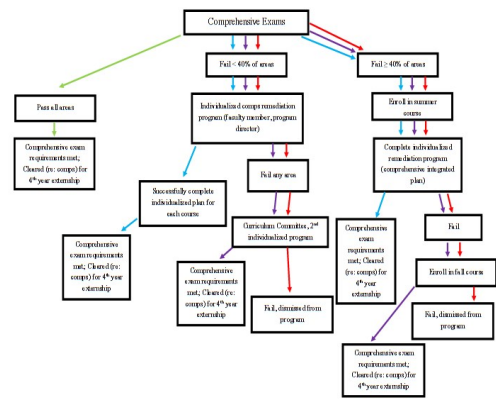
Audiology Academic/Clinical Course Flowchart



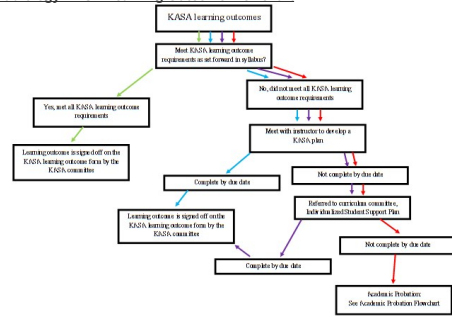
Audiology Academic Probation Flowchart



Audiology Comprehensive Examination Flowchart



Audiology KASA Learning Outcome Flowchart



AuD Knowledge and Skills Acquisition/Learning Outcomes

Knowledge and Skills Acquisition

In addition to coursework, students must acquire knowledge and develop skills necessary for entry-level, independent practice of audiology. These knowledge and skills are delineated by the American Speech, Language, and Hearing Association current Standards for Certificate of Clinical Competence in Audiology. Students must meet departmental requirements for the acquisition of such knowledge and skills to graduate. The program director will meet regularly with the students to review academic progress, along with reviewing acquisition of knowledge and skills. For students not meeting specific knowledge and skills in a course, the instructor will develop a document outlining the steps for acquiring the lacking knowledge and skills for the student. This document must include specific requirements for meeting the specific knowledge and skills/learning outcome, along with a date of completion. Completion dates must be before mid-term of the semester following the course enrollment for a long semester (i.e., fall/spring) or end of the semester for the summer. Failure to successfully complete the requirements set forth in this document will result in the student being referred to the curriculum committee for an individualized student support plan. Failure to complete the individualized student support plan will result in the student being placed on academic probation. See the flowchart "KASA Learning Outcomes" in the Handbook.

Audiology Learning Outcomes

The underlying objective of the Doctor of Audiology Program is to maintain a high-quality, clinic-based program, with coursework focusing on use of evidence-based methodology to promote hearing health care. This program includes training in current clinical methods, theoretical bases of clinical skills critical for the practice of audiology, research evaluation as support for clinical methods, and integration of knowledge obtained in coursework with skills obtained in clinical practicum. To meet these objectives, the program focuses on learning outcomes that provide the student with knowledge and skills related to: (examples of possible assignments the students will complete to accomplish the Learning Outcome)

Understands acoustic and electrical principles related to auditory and balance instrumentation, assessment and intervention (e.g., completion of exams/assignments in instrumentation; completion of classroom amp activities in educational)

Understands principles of normal auditory/balance anatomy and physiologic function, as well as the effects of disorders to these systems (e.g., completion of paper and cases in pediatric audiology; completion of project in pharmacology)

Uses of a variety of evidence-based practices to assess, conserve, and document auditory and balance function (e.g., writes evidence-based practice paragraphs in clinical enrollments; develops a reference notebook of evidence-based practice in diagnostic audiology; completes grand rounds in clinical enrollments)

Utilizes outcome measures to provide intervention related to disorders of auditory and balance function, using standardized and non-standardized measured in an evidence-based manner (e.g., meets required aural rehabilitation skills; completion of intervention assignments in clinical application of aural rehabilitation course)

Utilizes evidence-based practices to determine and measure appropriate characteristics of hearing assistive technology systems, amplification, and other technology (e.g., completes different activities related to classroom amplification; meets specified amplification skills in the clinic)

Provides education and counseling to patients, families, and other individuals involved in patient care regarding assessment and intervention of auditory and balance function, along with obtaining information relevant to intervention (e.g., meets fundamental counseling skills in clinical practicum; completion of a personal counseling project in counseling)

Understands the impact of life-span issues, cultural diversity and underserved populations in audiological practice (e.g., accumulation of contact hours with culturally/linguistically diverse populations; completion of a presentation related to modifying test protocols based on age/culture/additional disabilities in diagnostic audiology)

Familiar with normal life-span speech and language development, changes in communication related to poor auditory function along with identification of when changes are unrelated to auditory function (e.g., completes assignment on aural rehabilitation goals and activities in clinical application of aural rehabilitation; completes applied research project related to speech and language)

Understands the impact of professional practices, business management practices and healthcare systems on service delivery (e.g., completion of Institutional Review Board training; accumulation of external program experiences in clinic)

Understands research principles and practices in order to become efficient consumers of research (e.g., completes presentation and critiques of research articles; completion of clinical research enrollments)

Understands the scientific and theoretical foundation of auditory practice (e.g., course projects, reports, paper in psychoacoustics; exams in fundamentals of audiology course)

Demonstrates oral and written skills sufficient to achieve effective clinical and professional communication. (e.g., completion of pediatric paper; presentations in clinical disorders)

Demonstrates knowledge and skills in the values and principles of interprofessional practices and team dynamics. (e.g., completes interprofessional modules; takes part in team-based activity)

Understands ethical practices, including self-assessment and advocacy for the profession and the individuals served. (e.g., completes self-assessment activities in the courses/clinic)

Clinical Skills and Hours Requirements

A student is expected to successfully complete all clinical requirements as stated in the clinical syllabus and manual. Hour requirements are a minimum of 1500 hours of direct patient contact time and 350 hours of non-contact hours for a total minimum of 1850 hours. For more information and documentation, the student is directed to the clinical student syllabus. Failure to complete clinical requirements may result in a delay in graduation until requirements are met.

Portfolio/KASA:

Portfolio: The portfolio provides evidence of the academic knowledge, clinical knowledge, and clinical experiences of the student. The portfolio will be submitted in two versions. Version 1 of the portfolio will be submitted on April 1st of the 3rd year while enrolled in the Au.D. program. The first version will be graded before the student is allowed to begin the 4th year clinical experience. The second version will be submitted during the 4th year on April 15th.

The portfolio will contain: research requirements, syllabi, and any special projects. The program will provide the students with copies of the cumulative summative evaluation, and clinical hours.

For **Version 1** (turned in during the 3rd year), have each section in your portfolio. We will review that the information is current in each section.

Section 1: *Materials to be signed by program director.*

You will receive many of these forms in your 3rd year.

Section 2: *KASA*

Include most recent learning outcome form received at the most recent plan of study.

Section 3: *Plan of study*

Include all notes from academic and clinical plan of study meetings.

Section 4: *Transcripts*

Include copies of all transcripts; these transcripts should be official if possible.

***Note: you will have to have copies of official TTUHSC transcript after "degree conferred" is needed for licensure/certification.

Section 5: *Clinical hours*

Include the most current end-of-semester clinical hours.

Section 6: *Clinical evaluations: Cumulative Summative Evaluation*

Include the most current Cumulative Summative Evaluation provided at the plan of study meeting.

Section 7: *Syllabi*

Include the syllabus for each course you have taken, including one copy of the clinic syllabus. Include syllabi from undergrad courses you took which count toward a graduate course (e.g., you took diagnostic audiology as an undergrad)

Section 8: *Research*

Include all signed research forms. The final portfolio MUST include the form with signatures proving that the research project has been completed (defense & write-up)

Section 9: *IPE Certificate*

Include at least one IPE certificate indicating completion of a collaborative professional event.

Section 10: *Projects*

Include any projects for a knowledge/skill which hasn't been met in clinic or coursework. The program director and/or clinical director will inform you about such projects in the plan of study meetings.

Supplemental folder:

Keep all projects in a supplemental folder – for example, the grading forms from papers that met Learning outcomes in courses, etc. Include in this section your semester final clinical evaluation forms.

For **Version 2** (turned in during your 4th year), the following sections must be mailed to the program director for review:

Section 1: *Materials to be signed by program director.*

You will receive many of these forms in your 3rd year. The ASHA certification form (verification by program director) must be included.

Section 2: *Plan of study*

Specifically, notes from academic and clinical plan of study meetings from the 4th year must be included.

Section 3: *KASA*

The program director will add the final learning outcome form once the requirements are completed and KASA by foundation form (provided by the program director).

Section 4:

Official TTUHSC transcript after "degree conferred" will be needed for licensure/certification (doesn't have to be included in portfolio)

Section 5: *Clinical hours*

The clinical director will add the final signed version of hours after the final semester is completed and all requirements are met.

Section 6: *Clinical evaluations: Cumulative Summative Evaluation*

The clinical director will add the final signed version the summative evaluation form after the final semester is completed and all requirements are met.

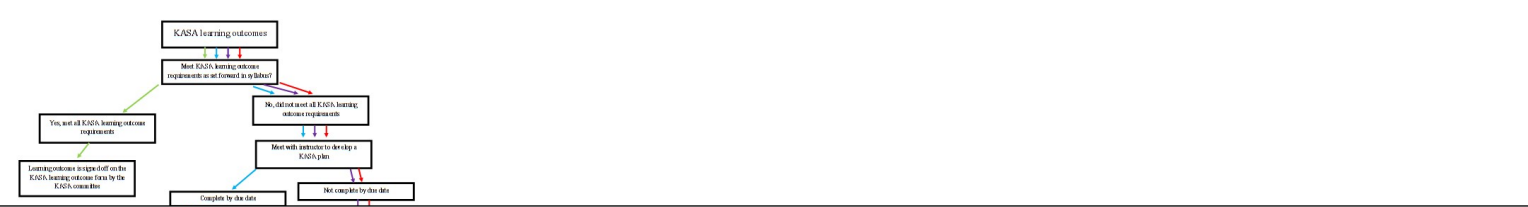
Section 7: *Syllabi*

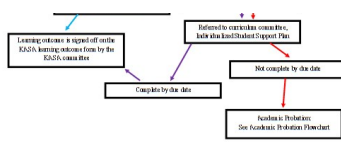
ONLY include the syllabus from 7020-7021 (4th year enrollment). All other syllabi will have been checked during the 3rd year.

Section 8: *Research*

Include all signed research forms. This would be an inclusion criterion for this version only if the research project was not completed during the scheduled courses. The final portfolio MUST include the form with signatures proving that the research project has been completed (defense & write-up)

Audiology KASA Learning Outcome Flowchart





AuD Comprehensive Exams, Clinical Research Project

Audiology Comprehensive Exit Examination

See the flowchart "Comprehensive Examinations" in the Handbook.

Definition.

Completion of the Au.D. degree requires that each student successfully complete the audiology comprehensive exit examination. The audiology exit examination consists of tests related to coursework taken during completion of the Au.D. degree. Questions will be primarily integrative and will include such issues as philosophy, theory, anatomy and physiology, assessment, and treatment. Some objective questions requiring factual knowledge may also appear, but the main purpose of this exam is to determine if the candidate can synthesize information for problem-solving tasks.

Question Preparation and Selection.

The appointed faculty committee representative will solicit questions from faculty responsible for graduate curricula.

Administration.

The exit examination will be administered each year during the spring semester. A faculty proctor will supply the day's questions and collect completed test packets.

Examination Grading.

The faculty member supplying questions for a content area will grade the candidate's response(s).

To obtain an overall passing grade for the comprehensive exit examination, the candidate must achieve a score of 80% or better for each content area.

In the event that passing scores are not achieved, an individualized comprehensive examination remediation program will be developed by the faculty members from the course(s) needing to be remediated and the Program Director for Audiology. The remediation will be documented with a specific plan of action criteria for passing, and due date for completion. This form will be signed by the faculty member(s) and the student, with a copy being provided to the Program Director. Remediation may consist of one of three options (or a combination of options) based on the score on the original examination, input from the course(s) faculty, and information provided by the student:

- Re-examination: Students may be required to re-take the failed course's comprehensive exam. These re-examinations can be written and/or oral. The re-examination may be offered during the same semester as the exit examination or, if determined appropriate by the course faculty, the student may be asked to take the re-examination by the end of the semester following the comprehensive exit examination. The additional semester required before re-taking the exam can delay the student's graduation date.
- Comprehensive examination remediation project: This could be a project or independent study developed by the course faculty. This project may be offered during the same semester as the exit examination or, if determined appropriate by the course faculty, the student may be asked to complete the project by the end of the semester following the comprehensive exit examination. The additional semester required for completing the project can delay the student's graduation date.
- Comprehensive examination remediation and enrollment in independent study course: Students who fail 40% or more of the total number of the comprehensive examination subject areas will be required to complete a remediation plan which must include enrolling in an independent study course in the summer semester following the comprehensive examination. The student will not be cleared to begin the 4th year externship until he/she has satisfactorily completed remediation of all coursework and completed the summer independent study enrollment.

Upon successful completion of the chosen option, the student would be cleared to start the fourth year externship (given that all other requirements have been met). Should a passing grade not be obtained, the student will be referred to the Curriculum Committee who will meet with the course faculty member and then recommend the student perform another option for remediation (re-examination, remediation project, or independent study course enrollment). In this case, graduation will be delayed. If the student fails to successfully complete the second remediation program specified by the Curriculum Committee, the student will be dismissed from the program without graduation or conferral of the degree.

Students cannot start their fourth year clinical externship until all portions of the audiology exit examination have been successfully completed. For students required to enroll in the summer independent study course, 4th year externship cannot begin until the fall semester following comprehensive examinations (if the remediation course was successfully completed).

Student Appeal of Exit Examination Grade

If the student questions the grading of portions of the examination, 1-2 additional faculty members will evaluate the student responses. Faculty member(s) familiar with the course material will be designated as second grader(s) by the Program Director.

Timing of Audiology Exit Examination and Current Coursework.

Because the comprehensive exit examination will be completed prior to final examinations, many students will take the audiology exit examination while enrolled in one or more courses during that same semester. Satisfactory completion of *both* the exit examination and all coursework is required for the Au.D. degree. For example, it is possible that a candidate might pass the graduate course for the content area but fail the comprehensive examination in that content area. In this event, policies governing each requirement (the audiology exit examination and coursework) will be separately applied to determine the student's progress toward the Au.D. degree.

Audiology Clinical Research Project

Introduction

All students enrolled in the Doctor of Audiology (Au.D.) program at Texas Tech University Health Sciences Center (TTUHSC) must complete a clinical-research project. It is expected that the guidelines contained in this document will be useful for students and members of their committee in planning and performing the research project.

Objective

The clinical research project meets the following objective:

Understands the application of principles and practices of research

KASA: 49: principles and practices of research, including experimental design, evidence-based practice, statistical methods, and application of research to clinical populations

Broad Learning Outcome: J

What Constitutes a Clinical-Research Project?

The profession of Audiology is based on an evidence- and mechanism-based approach, and one that stresses the assessment of results from applied and basic research. As a result, the faculty at SLHS – TTUHSC supports expanding the field through research. During the course of the Doctor of Audiology Program, each student is expected to engage in research.

Although the student is responsible for the content and format of the project, a faculty mentor, selected by the student, is expected to provide guidance. Both the student and mentor should read and understand these guidelines prior to initiating the clinical-research process. **This document describes the procedural sequence necessary to complete the clinical-research project in a timely fashion, but does not guarantee that the student will graduate on time.**

Requirements

The clinical-research project comprises three 1-credit hour enrollments in clinical research courses. During the enrollments, the student will chose a mentor and committee member(s), choose the initial topic, complete a literature review, develop methods for the project, complete data collection, analyze the data, write results/discussions, and develop a poster presentation. The completed clinical-research project must also be approved by the committee and presented as a poster in a peer reviewed forum prior to being cleared for the 4th year externship. The various procedures and guidelines associated with completion of the research project are outlined as follows:

Procedural Steps

Detailed below are the steps needed to complete the clinical-research project. A timeline has been included.

Initiation

The initial step in the process is to identify a general area of interest. At this stage, the topic or format of the clinical- research project need not be specific, but the student should have a general idea about the area of interest. The majority of ideas for research projects arise from reading the literature, or as the result of discussions with course instructors, classmates, and with other professional colleagues. For these reasons, students are encouraged to discuss possible research ideas with course instructors, professionals, and/or classmates prior to making their decision. Students are expected to use moral and ethical judgments when communicating with faculty and students about the ideas of others.

Selecting a Chairperson/Mentor

Choosing a faculty member from the Department of Speech, Language, and Hearing Sciences to chair/mentor the research project is equally important. In addition to providing assistance in selecting other committee members, the chairperson/mentor will interact closely as the student works to refine the original study idea into a prospectus, conducts the project, writes the final product, and develops a final presentation. In this respect, the chairperson/mentor is expected to provide guidance and mentorship to the student during all phases of the research experience.

INSTRUCTOR	AREA OF STUDY
Jeremy J. Donai, Ph.D.	Speech Perception, Use of High-Frequency Speech Energy: Human and Machine
Moumita Choudury, Au.D.	Aural Rehabilitation, Extended High-Frequency Audiometry
Tori Gustafson, Au.D.	Auditory Processing, Unilateral Hearing Loss, Audiologic Rehabilitation
Candace Hicks, Ph.D.	Pediatric/Educational Audiology, Assistive Listening Devices, Listening Effort
Leigh Ann Reel, Au.D., Ph.D.	Selective Auditory Attention, FM systems, Multicultural Issues, Noise Induced Hearing Loss
Renee Zimmerman, Au.D.	Cochlear Implants, Clinical Protocols
Steven Zupancic, Au.D., Ph.D.	Balance Function, Electrophysiology, Cochlear Implants

Selection of Student Research Committee

Once a student has identified a topic and found a chairperson/mentor, the next step is to identify faculty who will serve on their committee. **The committee should consist of a minimum of 2 members, including the chairperson/mentor, with at least 1 committee member being from the Department of SLHS faculty.** Students may seek committee members outside of SLHS once these requirements have been met. If data are to be collected off-site, a representative of the facility should be included on the committee, or act as a consultant for the project.

Selection of Au.D. project topic, chairperson and committee must be completed by mid-term of Year 1 Summer.

Project Format

The project can take one of two forms: a data-driven project or an annotated bibliography which answers a clinical research question.

- Data-driven project. In this project, the student will design a study that would answer the developed research question(s). This might include a pilot study, single-subject study, file review or more involved data collection designs.
 - Students may work in groups of two on a data driven project, if such group work is approved by the faculty mentor and committee. Each student must take part in all aspects of the project in some way. Students working in teams must complete the "Clinical Research Project: Group Approval Form" committing to working as a team and delineating the division of work. This document must be approved by the research mentor and committee.

- Annotated bibliography. This would involve an exhaustive review of the literature in a particular area. It should be directed toward answering a specific clinical research question. The articles must be quality-ranked, followed by statistical analysis of the importance of that source to the question. A minimum of 25 sources must be included.

**Students enrolled in the dual Au.D./Ph.D. program must complete a data-driven project if they wish for it to count as the initial graduate research project of the Ph.D. portion of the program.*

Prospectus

The student will meet with his/her committee for a prospectus meeting. The prospectus should be prepared under the direction of his/her mentor/chairstperson. Prior to the meeting, the student will provide the committee members with a written literature review and methodology for a data-driven project. For the annotated bibliography, the student will provide a list of annotated references and a proposal of how these references will be used to answer the research question. At this meeting, the committee will discuss the project proposal and suggest changes. The student will prepare a 15-20 minute presentation, which describes the proposed clinical-research project. The presentation should include a brief overview of the literature, research question, and methodology (if collecting data) or how the references will be used to answer the research question (if annotated bibliography). If working as a team, both students must present during the prospectus (each student presenting for 10-15 minutes).

Prospectus must be completed by mid-term of Year 2 fall semester.

Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC) & Institutional Biohazards Committee (IBC)
(Fall of 2nd year)

TTUHSC, in compliance with Federal law, has specific policies that govern projects involving human and animal subjects, as well as bio-hazardous materials.

When a clinical-research project involves human subjects (or clinical files), an application must be submitted to the TTUHSC Institutional Review Board (IRB) for review and approval. (IRB policies and procedures can be found at <https://www.ttuhs.edu/research/divisions/integrity-office/review-board/default.aspx>.) Prior to submitting an application, students must take an online training course on human subjects, available at the above site, as well as training for HIPAA. **A project involving human subjects cannot begin without IRB approval.**

When a project involves animal subjects, approval must be obtained through Institutional Animal Care and Use Committee (IACUC). (IACUC policies and procedures can be found at <https://www.ttuhs.edu/research/divisions/integrity-office/animal-care/default.aspx>.) **A project involving animal subjects cannot begin without IACUC approval.**

Projects involving bio-hazardous materials must gain approval from the Institutional Biohazards Committee (IBC). (IBC policies and procedures can be found at <https://www.ttuhs.edu/research/divisions/integrity-office/biosafety-committee.aspx>) **A project involving bio-hazards cannot begin without IBC approval.**

The IRB, IACUC, and/or IBC application should be prepared by the student under the guidance of their chairperson/mentor. It will be submitted to the department chairperson at least one week prior to the submission date for IRB/IACUC for his/her approval and signature per IRB requirements. Submission deadlines can be found at the IRB website. In general, it will take about 4 to 8 weeks, or more, for an application to be reviewed and notification sent to the student and chairperson/mentor.

Conducting the Project/Preparing a Preliminary Draft (Spring and Summer of 2nd year, Fall of 3rd year)

Once all necessary approvals have been obtained, as discussed in the previous sections of these guidelines, the student's task is to conduct the clinical-research project.

Presentation

After the committee has reviewed and approved the completed student project, the student will present the clinical-research project in the form of a poster presentation. Format information will be provided to the student. At the conclusion of the poster presentation, the committee will schedule to meet in the absence of the student to decide if the student has satisfactorily completed the clinical-research project, and to recommend, if necessary, any additions or changes to the research project. A project is satisfactory when a majority of the committee is in agreement. The student will then be notified by the chairperson/mentor of the decision(s). Students who work in a group of two may develop one poster. However, each student must present for the minimum time requirement.

Should the student fail to complete the requirements at a level that would satisfy the committee, the student will be required to enroll in a summer independent study course. Failure to complete the poster by the presentation date would automatically qualify as failure to meet committee expectations and would require enrollment in an independent study course.

The research projects must be presented and approved prior to being cleared for the 4th year externship. Student cannot enroll in the 4th year externship until the summer independent study course is completed and passed. Being enrolled in this course could delay graduation.

Additional Requirements for Annotated Bibliography

For the annotated bibliography, the student must also submit the final written document (i.e., the written annotated bibliography). The project is not completed until the committee has also approved the final draft of this document. Once the final report has been completed, it is expected that the student will submit one hard copy and one electronic version to his/her chair/mentor. Should the student fail to complete the requirements at a level that would satisfy the committee, the student will be required to enroll in a summer independent study course. Failure to complete the document by the presentation date would automatically qualify as failure to meet committee expectations and would require enrollment in an independent study course.

The annotated bibliography must be completed and approved by the committee prior to being cleared for the 4th year externship. Student cannot enroll in the 4th year externship until the summer independent study course is completed and passed. Being enrolled in this course could delay graduation.

Grading Procedure

Research enrollments are graded as stated in the syllabus associated with each research enrollment (see "Audiology Academic Standards" section of the student handbook)

The completed Au.D. research form must be included in the student's portfolio. If working in a group of two, the Clinical Research Project: Group Approval Form must also be included in the student's portfolio. Successful completion of all requirements will constitute having met the KASA requirements for the clinical research project.

Audiology Research Project Flowchart

