

Essential Functions  
Doctor of Audiology (Au.D.) Program  
Department of Communication Sciences and Disorders  
College of Allied Health

To successfully complete the requirements of the Doctor of Audiology (Au.D.) program at the University of Oklahoma Health Sciences Center, students must perform the essential functions listed below throughout their program of study. Essential functions are those elements that are fundamental to the nature of the program. *The University of Oklahoma will reasonably accommodate otherwise qualified individuals with a disability unless such accommodation would pose an undue hardship, would result in a fundamental alteration in the nature of the program or activity, or in undue financial or administrative burdens.*

- ***Behavioral/Social Skills and Professionalism***  
Students must possess honesty, integrity, flexibility, motivation, and empathy. Emotional health is required so that the student has full use of intellectual abilities and can complete all aspects of patient management including examination, evaluation, and the development and implementation of the patient's plan of care. Students must be capable of functioning effectively under stress. The ability to accept constructive feedback and modify behaviors as well as the delivery of constructive feedback to modify the behavior of others is essential. Students must self-regulate behaviors such that they do not interfere with the learning of others or the care of patients in the clinic. Students must be capable of developing constructive and cooperative working relationships with others, and maintaining them over time.
- ***Communication***  
Students are expected to be able to communicate effectively and in a patient centered, culturally competent manner in oral and written forms of English. Students must be skilled at observing, receiving, and otherwise obtaining information from all relevant sources. Students must also possess the ability to perceive and appropriately respond to nonverbal communication. Students must be able to understand verbal responses from patients, families, supervisors, and others.
- ***Health Status and Physical Abilities***  
Students must demonstrate general good health to participate in classroom and clinical education experiences. Students must possess an awareness of when their health status may negatively affect others, and demonstrate responsibility in making decisions not to participate in classroom, lab, or clinical activities when ill. Students' personal appearance and hygiene must adhere to commonly accepted standards in the classroom, laboratory, and clinical settings. Students must also be able to monitor the auditory output from audiologic test equipment. Students must possess the ability to judge speech and acoustic signals to evaluate the function of hearing aids and other hearing assistive technology.
- ***Intellectual-Conceptual Integrative and Quantitative Abilities***  
To effectively solve problems, students must be able to measure, calculate, reason, analyze, evaluate, integrate, and synthesize information to choose the best solution. Problem solving and identifying the diagnosis or the dysfunction through review of information gathered from the patient interview, the hands-on examination, specific tests and measures, and applicable professional literature is necessary. Good judgment, the ability to prioritize and make decisions, and the ability to measure and record patient outcomes is essential.

- ***Motor***  
Students must possess gross and fine motor abilities to provide safe and effective audiologic care. Students must have sufficient motor function to move independently to, from and within clinical and classroom environments. Students must be able to perform ear examination, complete otoscopic inspection, place probe tips into ears, and operate buttons on different types of audiologic testing equipment. Students must possess the motor coordination and manual dexterity to coordinate hands, eyes, and fingers during activities or observations. Students must be able to execute motor movements to provide interventions such as operating hearing aids, cochlear implants, and other hearing assistive technology, demonstrating the use, care, and maintenance of hearing assistive technology to patients, performing basic repairs, and changing earmold tubing. Students must also be able to execute motor movements to perform vestibular assessment. Students must also possess the mobility and strength necessary to provide emergency care including cardiopulmonary resuscitation.
- ***Observation***  
Observation requires the use of vision, hearing, and other sensory modalities to take in information and the cognitive ability to process the information for decision-making. Students must be able to observe lectures, laboratories, and other learning experiences. Students are required to observe patients and identify safety hazards that require immediate response.
- ***Participation***  
Students must manage their personal lives in such a way that they are available to participate actively and fully in testing, classroom and laboratory learning, and other educational experiences. Students must be capable of performing physical activities for up to four-hour blocks of time with one or two breaks.

*(Adopted and modified from the University of Oklahoma Health Sciences Center Essential Functions for Occupational Therapy and Physical Therapy Students and the University of Oklahoma Health Sciences Center Essential Functions for Speech Language Pathology Students.)*