

ACAIE Program COVID-19 Response Follow-up Survey Fall 2020

Reported Results November 20, 2020

The ACAIE requested that accredited and developing status programs provide additional updates on changes that have been made to didactic and clinical instruction in light of the COVID-19 pandemic by November 16, 2020. Results were collected for five accredited programs and four developing status programs by November 20. Of the four developing status programs, two enrolled their first class in fall 2019, and the remaining two enrolled their first class in fall 2020.

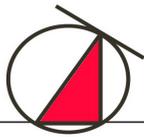
**Have you had students respond to the COVID-19 pandemic in any of these ways?
 Check all that apply:**

Personal leave of absence	1 program
Withdrew	1 program
Postponed enrollment	2 programs

How is the institution and program keeping students safe?

Open ended responses include:

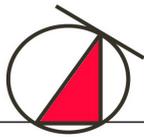
- There is a campus wide requirement for masking. This seems to be more effective in graduate schools than undergraduate (watch the national news)! The academic portion of the AuD program is in Bondurant Hall. There are multiple stations with hand sanitizer and surgical masks for those who do not have them. Additionally, all students complete daily wellness checks. Any positive response to any symptoms triggers a request that they call campus health. Recently, the results of these online wellness checks are stored in an accessible platform so I (Clinical Education Coordinator) can check that 1) students are doing the daily checks and 2) that no one has tested positive. We have set up a separate email (audwellness) that any screening fails go to. Additionally, our program sits in on weekly calls (Returning Clinical Learners to Clinics) that was established early - individuals from the Schools of Medicine, Nursing, Pharmacy, Social Work and Allied Health Sciences (PT, OT, AUD, SLP, PA) are on these calls. We occasionally ask representatives from Campus



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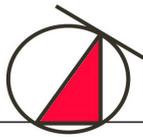
Health to come to these zoom meetings to make sure we understand the algorithm for when they ask students to quarantine vs. immediately return to clinic after a COVID negative test. Additionally, on days that students are in clinic, they complete a Clinic Specific wellness check (these are specific to UNC Hospital placements) that ask them where they will be in clinic. This separate requirement is in case of a need for contact tracing that they have a readily accessible data base of which individuals were in which clinics. In all clinical and lab encounters when distance is not possible to maintain, masking and shields are used. We continue to monitor updates regarding most effective combinations. We continue to emphasize to all students to pay attention to potential symptoms and not go to clinic, on campus classes (few) or labs if they are not feeling well.

- The university and the department established the COVID 19 Safety protocols in summer following the guidelines published by the CDC and the Los Angeles County Department of Public Health. Those safety protocols are updated on a regular interval to meet any changes published through CDC or LA county public health. Three major protocols relevant to Au.D. program have been implemented since August 2020: a protocol for virtual instruction (synchronous and asynchronous), in-person instruction (in-person co-curricular activities on campus) and in-person off-campus learning placement. Each protocol firmly emphasizes that the health and safety of students, faculty and community members take priority over any other matter and requires everyone to follow. The department chair, program director and clinical coordinator regularly monitor whether the protocols have been rigorously followed and remind both students and preceptors that it is critical to practice the safety protocol whenever it is necessary.
- Currently we are conducting coursework online. Students are not currently involved in clinical practica. When students are enrolled in clinical practica in the spring, the California State University has strict protocols in place that include:
 - Voluntary internship/externship placements that have been preapproved by the University.
 - Internship site education about COVID-19 precautions, including PPE requirements.
 - Required student education regarding COVID-19, including symptoms and precautions.
 - Internship/externship site liaisons are required to complete a training on COVID-19 and precautions.
 - University Health and Wellness Center is available for consultation and education and has a system for reporting potential COVID exposure and/or infection. Syllabi information/student education regarding what to do if a student is sick is included in all courses.



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- Check-out of any equipment required by students for learning must be approved by Risk Management according to established protocols that include scheduled pick-ups that are spaced to ensure adequate time between student arrival and social distancing occur.
- Classes and instruction offered by the institution and program are almost entirely virtual and remote. The program has obtained permission for three laboratory days on campus in the fall semester for students to receive limited practical experiences with clinical equipment. Students receive questionnaires before these experiences asking about their personal history regarding exposures or potential exposures to COVID-19 cases. Students with a positive history of potential exposure are prohibited from participating in the limited on-campus activities. Additionally, students are asked questions pertaining to exhibiting symptoms, and any students exhibiting these types of symptoms are prohibited from participating in the limited on-campus activities. The program and institution provide PPE (gloves, masks, face shields) for students participating in the limited on-campus activities, and wearing of the PPE is mandatory for all students, faculty, and staff while on campus. Social distancing is observed at all times, and the university has completed facility surveys and directives that limit the number of people permitted in classrooms. The program adheres to these directives. Clinical equipment is cleaned and sanitized before, during, and after these experiences.
- The university has spent an extremely large amount of money on a comprehensive campaign to ensure students' safety. Face coverings are required in all spaces on campus, inside or outside. Each student has been given four face masks that can be washed and disposable masks are available. Classrooms, for those courses delivered in a live format, are at a 25% capacity to ensure a 6-foot space between all students and instructors. Hand sanitizer stations have been installed in every classroom, hallway, main space, etc. around campus. Cleaning crews circulate around the campus in each building from 7 am to 9 pm every day cleaning each space at least three times per day. Zoom is available to all students and faculty that are sick, in quarantine, self-isolating, taking care of someone sick, or cannot otherwise be in class. Students and faculty in lab and clinic wear face masks, face shields, and gloves for every patient. For vestibular patients, students and faculty additionally use gowns, shoe booties, and hair coverings. Students, faculty, and patients all receive a temperature and health screening before entering the building. There is a central COVID task force with a liaison in each college. Students with possible exposure, definite exposure, or positive infection have been informed repeatedly that they must notify the program chair and clinic director immediately. They are then referred to the college COVID liaison. They complete an online form for notification and contact tracing purposes. They are sent further instructions via email.



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- Since mid-March (including academic terms of mid-Spring semester 2020; Summer 2020; and current Fall 2020), all university face-to-face activities have been prohibited. Campus access is restricted to individuals who complete a request for access form which requires higher level administrative approvals.
- Requiring mask wearing and distancing, moved many courses to online depending on classroom capacity, providing PPE.
- Infection control protocols consistent with or more stringent than CDC guidelines for clinic operations. Converting courses to on-line, hybrid or face-to-face in spaces accommodating students within CDC guidelines. Face masks worn on campus (in buildings and outside) at all times; on-line daily health checks for all students, faculty, staff prior to entering campus; temperature checks and health checks for anyone entering clinic. All students and faculty have a virtual option for classes (and clinic).
- Following Guidelines by CDC and SFDPH, In-person instruction for clinical skills training only with PPE and social distancing protocols approved by SFDPH.

What is the delivery method of didactic instruction in the fall semester?

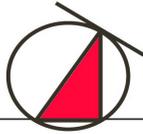
In-person	0
Remote/virtual	3 programs
Combination of both	65 programs

Open ended comments include:

- The majority of courses and all labs have been delivered in person.
- All courses, regardless of delivery methods must be recorded and available asynchronously.
- Remote for didactic and in-person for clinics.

What is the delivery method of clinical education in the fall semester?

In-person	4 programs
Remote/virtual	0
Combination of both	3 programs
No clinical education in fall semester*	2 programs



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*Programs that enrolled the first class in fall 2020

Open ended comments include:

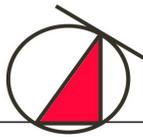
- During the summer, there were some virtual experiences we put in place in order to keep students thinking clinically until such time as clinics began to re-open. Since that time, all clinics are open although the number of students that can be accommodated is less in some locations due to distancing requirements.
- The 2nd year students (1st cohort) have been placed to various off-campus placements. The clinical education for the 1st year students (2nd cohort) consists of two components: virtual instructions/simulations and in-person instructions. While they learn principles of diagnostic audiological tests and review clinical cases virtually throughout the semester, they also come to the campus to practice pure tone and speech audiometry, otoscopy and acoustic immittance for the second half of the semester.
- We suspended formal on-campus clinics in Fall semester 2020 for one of our cohorts. For these students, clinical educators are completing informal activities online (case reviews, data interpretation). Another cohort resumed off-campus clinical placements following those institutions' COVID-19 policies.

Since you responded to the spring survey, has your institution implemented a hiring freeze that effects your program?

Of the eight programs that responded, 5 said YES and 4 said NO.

Open ended comments include:

- Given the many uncertainties, new hires must now be approved through many layers of permission. Our program has several individuals within striking distance of retirement. This impacts all programs, of course, and the degree to which it will simply be an inconvenience (via multiple permissions and explanations) or something more dramatic is uncertain. If the latter, how long will it be in force, we don't know.
- Last Spring and Summer 2020, we searched for an academic faculty member and made offers to two applicants. Due to COVID 19, both applicants rescinded acceptance to those offers. In spite of general hiring chill, CSUN is supporting the program for new search to be initiated 2020 through 2021 with starting date of August 2021.



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- Our program has received permission to recruit for one full-time lecturer and two tenure-track Assistant Professors.
- We actually hired two part-time instructors for Fall semester 2020 to teach (1) Vestibular System Assessment and (2) Central Auditory Processing Disorders. With the agreement and cooperation of the instructor, the labs for the Vestibular System Assessment course were postponed to Spring 2021.
- Freeze on clinical faculty position.

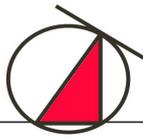
Since you responded to the spring survey, has your institution implemented budget cuts that effect your program?

Of the eight programs that responded, 6 said YES and 3 said NO.

Open ended comments include:

- I do not know the specifics about the budget - and historically, we would not have an approved budget until the fall (for the July 1 start) as a final budget requires approval of the state legislature. However, anticipating that the budget would be tight, we decided to eliminate and absorb what adjunct teaching that we could to have less stress on uncertain revenues.
- CSUN anticipated approximately 2.5% budget reduction. The department implemented reductions primarily with undergraduates and MS program for SLP. However, the Au.D. program was not affected. Additionally, in 2019, the Au.D. program had already secured a budget to purchase/update equipment and refill/replace miscellaneous items for the next few years.
- The impact of the 2020-2021 University budget is not yet clear.
- Quite the opposite: since the Spring survey, the university has made massive purchases for our AuD Program, totaling approximately \$400k in vestibular, Bertec CDP, and electrophysiologic equipment, as well as sound level meters and dosimeters, and other equipment (portable audiometers, portable immittance devices, portable OAE device).
- Budget deficits for spring and summer.

What else has changed since completing the spring survey that may affect your program's ability to meet ACAE standards?



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Open ended responses include:

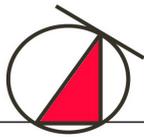
- Nothing - the uncertain financial situation is the most concerning, but hopefully we will have more cooperative individuals in the NC legislature following the election! Clinic is in full swing and we have all of our courses covered.
- During summer 2020, the campus was informed that only a limited number of "in person" courses would be permitted on campus for fall 2020 and now spring 2021. The Department has prioritized the Au.D. program's courses for filling those limited spaces, and has the full support of the College of Health and Human Development.
- At this time, the institution fully supports our program and our program remains capable of meeting ACAE standards.
- Vaccination schedules for some students may be delayed. Basic Life Support training for some students and faculty may be delayed due to availability.
- We have accommodated the university's restrictions very well through Fall semester 2020 by postponing F2F labs and on-campus clinics, however, we are about out of options that would not prolong student timing in the program. Fortunately, we are in process to return to our facility in Spring 2021 for labs and on-campus clinics.
- Standards will be met; impacts will be on faculty workloads.

Do you know your institutions plans for the next semester beginning in early 2021?

Of the eight programs that responded, 9 said YES and 0 said NO.

Open ended comments:

- Calendar was just released. Classes will begin January 19 with no spring break and the registrar is re-classifying courses. I have just begun to get information about clinical slots for students in the spring. The University will be implementing campus wide COVID testing - which is why we have such a late start - this will be contracted out and not absorbed by Campus Health (who is already pretty busy). It is my understanding that there will be ongoing surveillance although I do not have details about that at this time. We are following the state requirements for masking, distancing when possible and group size.
- The University will mainly offer virtual instructions with a few exceptions for the clinical programs like Nursing. Physical therapy, SLP and Au.D. programs. Similar to



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the current semester, we will have combinations of virtual and in-person instructions for both academic and clinical classes.

- Virtual didactic instruction will continue to be conducted online. Internship/externship placements, and labs will be conducted in the field. Students will participate on a voluntary basis following University guidelines that include student and site education.
- Our institution has indicated that instruction is to remain almost entirely virtual/remote for the spring semester. This directive is mandated from the California State University (CSU) Chancellor's office.
- Course, lab, and clinical instruction will continue to be delivered in-person with the previously mentioned modifications in place. Spring Break has been cancelled and therefore the semester will end one week earlier than previously planned.
- On the whole, our university will maintain current restrictions on F2F activities, with the extraordinary exception that our program, along with only a couple of other programs (Nursing, for example) will be permitted to resume select F2F activities.
- The semester was postponed one week (start week of Jan 19) to prevent potential contamination from New Year's events; the semester ends one week later than planned – on May 8. Classes will be on-line/virtual/hybrid/face-to-face as for the Fall 2020. Students in the AuD program will continue classes through spring break (approved by provost) so as to reduce risks to patients, clinicians, and students. Clinic will end one-week early. Students will have spring-break time for classes and end classes on May 8, unless by unanimous decision of professor and students.