

Kingdom of Saudi Arabia
Ministry of Education
Princess Nourah bint
Abdulrahman University
(048)



المملكة العربية السعودية
وزارة التعليم
جامعة الأميرة
نورة بنت عبدالرحمن
(٠٤٨)

College of Health and Rehabilitation Science
Health Communication Sciences Department
Audiology and Balance Program

كلية الصحة وعلوم التأهيل
قسم علوم الاتصال الصحي
برنامج السمع والتوازن

Field Experience (Internship) Manual: A guide for interns and filed supervisors/preceptors 2023-2024

Version 1



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Introduction

The Audiology & Balance program at Princess Nourah bint Abdulrahman university offers an internship experience for one year that is designed to improve the student's ability to deal with different hearing and balance disorder cases beside strengthening their personal characteristic with high level of professionalism. The Internship year consists of two rotations (24 weeks/rotation) in different training sites. These two rotations include: inpatient and outpatient Audiology and Balance rotation, neonatal hearing screening rotation, hearing aids fitting and programming rotation, aural rehabilitation rotation, and programming cochlear implant rotation.

Program's Mission

Preparing specialized health cadres in Audiology and Balance by providing knowledge, clinical and research skills to contribute to the community service in the field of Audiology and Balance.

Program's Goals

1. Prepare qualified audiologists that are capable of integrating knowledge and critical thinking skills into their practice.
2. Prepare audiologists with clinical competency through intensive clinical training.
3. Conduct research in the field of Audiology and Balance.
4. Contribute to community services in the field of Audiology and Balance.

Programs Learning Outcomes

Knowledge and understanding	
K1	Identify basic concepts and theories in general sciences
K2	Recognize basic theoretical and clinical sciences of the scope of Audiology and Balance.
Skills	
S1	Perform full test battery related to the diagnosis and rehabilitation of audio-vestibular dysfunction.
S2	Apply problem-solving skills in the diagnosis and rehabilitation of different audio-vestibular dysfunctions.
S3	Conduct research in the field of Audiology and Balance using modern technology
Values, Autonomy, and Responsibility	
V1	Demonstrate ethics of Audiology and Balance profession.



Field Experience (Internship) Course Learning Outcomes (CLOs) with Training Activities and Assessment Methods

Code	Learning Outcomes	Aligned PLO	Training Activities	Assessment Methods	Assessment Responsibility
1.0	Knowledge and understanding				
1.1	Understand basic and advanced theories of audio-vestibular sciences.	K2	Inpatient care/Outpatient care	Evaluation Form	Field Supervisors
2.0	Skills				
2.1	Perform full audio- vestibular test battery on pediatrics & adults.	S1	Inpatient care/Outpatient care	Evaluation Form	Field Supervisors
2.2	Interpret test results.	S2	Inpatient care/Outpatient care	Evaluation Form	Field Supervisors
2.3	Implement management plan.	S3	Inpatient care/Outpatient care	Evaluation Form	Field Supervisors
3.0	Values, autonomy, and responsibility				
3.1	Demonstrate ethical principles in audio-vestibular practice.	V1	Inpatient care/Outpatient care	Evaluation Form	Field Supervisors

Internship Goals:

1. By the end of the internship year the audiology interns will:
2. Engage in clinical work by practicing history taking and determining the appropriate procedures to be performed.
3. Be able to get audiological hands-on experience on pediatric and adult patients.
4. Develop an effective approach for time management in clinical practice and to develop an approach to prioritize activities.
5. Explore management options based on diagnosis, available resources and need.



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Training Sites

Criteria of training sites:

1. Preceptors should possess at least a bachelor's degree with two-year's experience in Audiology or equivalent.
2. Preceptors must hold a license from the Saudi Commission for Health Specialties.
3. Availability of training seats.
4. Specialized in Audiology and Balance care.

If the Internship is Outside Saudi Arabia:

1. The hospital must be licensed by the appropriate regulatory body.
2. The preceptor must hold a valid license.
3. The training site should be specialized in Audiology and Balance care.

List of Training Sites

Below is a list of training centers that may be available. All sites provide basic Audiology services, with some offering advanced services such as Vestibular and Cochlear Implant services.

Training site	Website/contacts
King Abdullah Bin Abdulaziz University Hospital	https://careers.kaauh.edu.sa/ Saudi Arabia, Riyadh, 0118203344
King Faisal Specialist Hospital and Research Center	www.kfshrc.edu.sa Saudi Arabia, Riyadh, 4647272
King Fahad Medical City	http://www.kfmc.med.sa/ Saudi Arabia, Riyadh, 0112889999
Prince Sultan Center for Support Services	http://www.sessc.sa/alpha/ar/
Security Forces Hospital	www.sfh.med.sa Saudi Arabia, Riyadh.
Prince Sultan Military Medical City	http://www.psmmc.med.sa/AR/Pages/default.aspx Saudi Arabia, Riyadh, 0114777714
King Abdulaziz Medical City/National Guard Hospital	Http://ngha.med.sa/English/pages/default.aspx Saudi Arabia, Riyadh.
King Abdulaziz University Hospital	King Abdulaziz University Hospital - About Us
King Salman Hospital	https://www.moh.gov.sa/Pages/Default.aspx Saudi Arabia, Riyadh 011 431 1100
Gouf center	https://www.goufcenter.com/
Dallah Hospital	https://www.dallah-hospital.com/ 920012222



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Rotations

The internship year is divided into two rotations, each lasting 24 weeks at different training sites. In the first 3 weeks of each rotation, interns will engage in observation. For the next 3 weeks, they will work under full supervision. During the remaining weeks, interns will take full responsibility for managing sessions under partial supervision. These rotations cover areas such as inpatient and outpatient care for both adult and pediatric audiology and balance cases, neonatal hearing screening, hearing aid fitting and programming, aural rehabilitation, and cochlear implant programming.

Rotation Requirements and Activities

1. Attending morning meetings and daily rounds.
2. Reviewing patient charts, take case history, perform full audiological/vestibular exam, and prepare appropriate management plan. Number of cases can be determined as per preceptor to give the student ability to progress.
3. Report writing including diagnostic report and SOAP notes.
4. Activities: Case presentation, participation on hospital events that related to the Audiology clinic, interviewing patients, counseling patients, any other activities assigned by the preceptor.

Core Skills

At the end of the internship year, the student should be exhibiting the ability to be a true professional audiologist. Seven core skills relating to patient care and research are thus needed, and they are:

- Communication
- Critical thinking
- Problem solving
- Professionalism
- Decision making
- Self-assessment
- Collaboration

Communication

- Demonstrate the ability to listen actively and effectively, ask questions, document, understand, and clearly communicate or explain information to diverse audiences.
- Efficiently read, comprehend, interpret, organize, write, summarize, and disseminate relevant materials tailored to various audiences.
- Accurately interpret and respond to non-verbal cues from different audiences. Communicate through a range of media, using strategies that are suited to the purpose, the interaction, and the background, ideas, and values of the audience. Interpret and respond to non-verbal communication from diverse audiences.



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Critical thinking

- Identify and challenge assumptions while demonstrating creativity, innovation, discipline, knowledge, organization, and self-confidence.
- Effectively recognize and apply a comprehensive knowledge base of core information related to the audiology profession, using it to solve problems and make informed decisions in both research and patient care settings.

Problem solving

- Demonstrate the ability to identify, retrieve, evaluate, interpret, organize, and prioritize relevant information to effectively resolve or prevent patient-related issues.

Decision making

- Demonstrate the ability to accurately interpret relevant information to make informed, justifiable decisions in professional practice and research, while taking responsibility for recommendations and actively involving the patient in the decision-making process.

Professionalism

- Exhibit honesty, fairness, responsibility, integrity, empathy, compassion, and respect, while maintaining confidentiality in professional practice.
- Making decisions by addressing ethical dilemmas through a structured and systematic decision-making process.
- Commit to lifelong learning and actively contribute to advancing Audiology practice and its role in society.
- Take responsibility for accessing, evaluating, and disseminating information that influences outcomes related to their decisions.
- Adhere to legal requirements and ethical principles, demonstrating both professional and personal integrity without compromising the standards of practice.
- Recognizing the need for referrals to other healthcare providers when a patient's issue extends beyond the scope of Audiology.
- Foster professional relationships with patients.

Self-assessment

- Identify personal learning gaps and create educational plans to address these areas.
- Identify personal capability to deliver complete and comprehensive patient-centered care.

Collaboration

- Demonstrate ability to provide patient-centered care in collaboration with patients and other healthcare providers, aiming to achieve positive health outcomes or improve the patient's quality of life.



Policies and Procedures

- **Standards of conduct for professional audiology interns.**
- **Confidentiality.**
- **Dress code.**
- **Attendance, absence, and leaves**
- **Supervisors' responsibilities.**
- **Interns' responsibilities.**
- **Program internship coordinator responsibilities.**
- **Dealing with problems and disputes.**



Standards of conduct for professional Audiology interns

Students are expected and requested to demonstrate the attributes of a professional:

1. Demonstrate professional competence, critical thinking, and self-directed learning skills:
 - Demonstrate professional knowledge and competence as well as the ability and commitment to continuous learning and professional development.
 - Articulate and apply basic scientific, clinical, and social science knowledge.
 - Self-reflect and self-assess one's own knowledge and abilities.
 - Recognize self-limitations and areas for improvement; seek and accept constructive criticism, assistance, and clarification.
 - Demonstrate initiative, accountability for and ability to actively and systematically self-direct one's own learning and professional development.
 - Manage time efficiently.
 - Assist professional colleagues with their learning and professional development.
2. Demonstrate professional accountability, responsibility initiative and leadership.
 - Adhere to established policies and procedures.
 - Demonstrate initiative.
 - Prioritize responsibilities; use time and resources effectively and efficiently.
 - Reliably and dependably carry out duties; follow through with responsibilities.
 - Demonstrate a commitment to excellence in work habits and work products.
 - Accept personal accountability for actions and mistakes.
3. Adhere to the fundamental ethical principles.
 - Acknowledge and respect the values and abilities of professional colleagues.
 - Interact with patients and colleagues in a respectful, ethical manner.
 - Provide patient care in an equitable, non-judgmental, and non-discriminatory manner.
 - Prevent harm to others insofar possible without undue personal harm.
 - Gain informed consent.
 - Maintain patient confidentiality.
 - Provide for the needs of patients, communities, and society above self-interests.



Confidentiality

Interns will have access to privileged information about patients' health, the financial management of the practice site, and other private information that should not be discussed outside of the work environment. In fact, the intern has an ethical and legal obligation to keep patient information confidential. The illness, treatment, and the management option prescribed are all matters of a confidential nature and must not be discussed with anyone outside the clinic. The preceptor and the practice site place considerable trust and confidence in the intern. These matters are of such importance that interns must sign the PNU College of health and rehabilitation sciences Dress code, Professionalism, and Confidentiality Agreement before starting rotations. Breaches in dress code, professionalism, and confidentiality can result in immediate dismissal from the practice site, failure of the rotation, and dismissal from the program. Interns are responsible for learning and adhering to the policies and regulations at each institution they are placed in.

Dress code

Interns are expected to dress in a professional manner to reflect positively on the department, hospital, and their university. The dress code policy was developed to maintain and promote high standards of personal appearance, hygiene, professionalism, and safety in the workplace. Be sure to check with your site regarding their dress code policy.

Dress code regulations

- Clothes should be neat & clean.
- White lab coats knee length should be worn buttoned and tucked. Consult your clinical instructor about clothing in the area you will be assigned.
- Head Scarfs should be worn all the time.
- Interns should ALWAYS wear their ID badges in an easily seen location above the waist.
- Casual sportswear such as blue jeans or sweat suits, warm-up suits should NOT be worn.
- Interns must wear closed footwear and socks. Flip flop sandals & high heels are prohibited.
- Clothing and uniforms must be neat, clean, and suitable for the job, presenting a professional appearance.
- Clothing and uniforms must NOT be baggy, tight, or revealing.
- Make-up, and nail polish must be of a conservative, daytime style that is not distracting. Artificial nails should NOT be worn. Natural nails should be kept to a clean and appropriate length.
- Excessive use of perfumes, cologne, and scented lotions are NOT allowed, and individuals must be sensitive to scented chemicals that may be offensive, cause allergies, or other adverse reactions for patients, visitors, or employees.



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Attendance, Absence, and Leaves

The intern is expected to observe a policy of consistent, timely attendance. In the case of illness or tardiness, it is the intern's obligation to notify the intern supervisor & the preceptor. Intern will be asked to provide documentation to verify the reason for absence. Time missed will be made up at the preceptor's discretion, and when necessary, in consultation with the Program Internship Coordinator. Unexcused absences are NOT tolerated and risk the intern's successful completion of the rotation. Failure to notify the preceptor of the need to be absent, arrive late or leave early due to illness or an emergency will result in an unexcused absence. The table below summarizes all leaves type, days, and conditions.

- All interns are required to be punctual and adhere to the clinic's official timings for clinical sessions.
- The official working time for the internship period is five days a week, with a total of 40 training hours per week.
- Interns are expected to be on time, with a grace period of up to 10 minutes. Arriving more than 10 minutes late will be recorded as tardy, and three instances of tardiness will be considered equivalent to a half-day absence. Arriving 30 minutes late will automatically be marked as a half-day absence.
- If the number of absence days exceeds the allowed limit, the intern coordinator will arrange compensated days to ensure the completion of the required rotation days.

Leave type	Number of days	Leave's conditions
Annual	10 days	Allowed only after the intern pass 1 month of internship. It is not allowed to take more than five consecutive days in each rotation.
Emergency	5 days	-
Sick	-	A medical report should be submitted to the CHRS Internship & Training Unit for any sick leave.
Marriage	5 days	Approval of marriage certificate should be submitted.
Maternity	14 days	Approval of birth certificate should be submitted. Maternity leave should be compensated.
Educational	3 days	Approval for any days taken to attend national or international conferences must be obtained before registering, and a certificate of attendance MUST be submitted to the internship unit.
Licensing Exam	1 day	-
Compassionate leave for the death of a close first-degree relative	3 days	Death certificate and relativeness should be submitted.
Compassionate leave for the death of a close 2nd-degree relative	1 day	Death certificate and relativeness should be submitted.



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Field Supervisors' responsibilities

- Orient the intern to the site.
- The supervisor should introduce interns to the staff and discuss her objectives for the internship and what to expect, while she is on site.
- Schedule tasks and/or activities based upon the interns' needs.
- Review the schedule with the intern and discuss their expectations.
- At all times supervisors must serve as a role model to the student
- The supervisor must complete the Evaluation Form included in this manual and provide feedback to the intern on their progress during internship.
- Supervisors are encouraged to maintain frequent communication with Program Internship Coordinator or College administrators. Comments and/or recommendations from supervisors to improve or enhance the internship are especially welcome and requested.

Throughout the site visits the supervisor shall:

- Communicate expectations clearly.
- Interact with the interns at regular intervals and be readily available to them.
- Provide ongoing feedback.
- Encourage self-directed learning.

If a difficult situation with an intern arises, the supervisor shall:

- Discuss the situation with the intern immediately in a private area.
- Maintain detailed documentation.
- Contact the Program Internship Coordinator for consultation.

Interns' responsibilities

- Interns should keep in mind, always, that the objective of the internship is learning, and that learning is not a passive process but one that requires active participation and communication.
- Interns are required to attend conferences, site visits, and Service-Learning activities.
- Interns will begin the process of maintaining a portfolio, which will include documentation of the hours and evaluation of Audiology and Balance Practice Experience Manual.
- The interns should be punctual in meeting the schedule. They are obligated to notify the supervisor/preceptor as soon as possible if she will be absent or late.
- The interns must exhibit a professional appearance, both in manner and in dress. She must always adhere to the standards of dress and behavior specified by the supervisor and site assigned.
- Assignments are expected to be completed on time. Late assignments will NOT be accepted.
- Interns should follow all specific policies, procedures, and requirements given to her by their individual rotation sites.



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Program Internship Coordinator responsibilities

- Assign interns to a designated training center.
- Provide both students and preceptors with the rotation manual, which includes PLOs, CLOs, objectives and assessment methods.
- Monitor training progress by scheduling regular visits to the training sites, ensuring that each site is visited once per rotation.
- Meet with students once per rotation to monitor their training progress and gather feedback for continuous improvement.
- Meet with supervisors once per rotation to obtain feedback for continuous improvement.
- Prepare a report after each site visit.
- Update and report to the head of the department and the director of the ITU regarding the program's progress and any issues that may arise during training.
- Receive students' assessment data from Training and Internship Administration at CHRS.
- Distribute preceptor and training site surveys to the internship students at the end of the training period.

Dealing with problems and disputes

In case of a problem or dispute that arises during the rotation, the following actions should be taken in order:

1. Contact the supervisor directly and try to resolve the issue directly.
2. If not resolved, contact the Program Internship Coordinator.
3. If still not resolved, contact the Head of Health Communication Sciences Department
4. If still not resolved, contact the Training and Internship Administration at CHRS.
5. If still not resolved, contact the Dean of the College of Health and Rehabilitation sciences.

Extension of clinical training

1. All absence days will be compensated later to assure that interns meet the program requirements of spending twelve months training.
2. The decision on when and where an intern should spend the extension of her training shall be the decision of the internship coordinator for each program.

Request for change of rotation

The TIC will make every effort to meet the desire of interns during assignment of interns to training centers. However, given the fact that there are limited number of training centers and large number of interns, it is unlikely that all requested training centers will be granted to some interns. The assignment of interns to training centers is a challenging and time-consuming activity. Therefore, changing the assigned training centers is generally not acceptable. In some legitimate circumstances, however, changing intern's training rotation may be approved by the TIC if the following conditions are met:

- A change request should be sent from the intern to the Program Internship Coordinator with attached valid document/prove of the legitimate circumstances.
- Evaluation/approval of requested training center.
- Approval of the intern program coordinator and TIC Director.



Forms and Documents

- Leave Form.
- Dress code, Professionalism, and Confidentiality Agreement. Field Experience Core Competencies Evaluation Form



نموذج التقديم على إجازة سنة الامتياز

البيانات الشخصية لطالبة الامتياز:

الاسم:	الرقم الجامعي:
البرنامج: السمع والتوازن	جهة التدريب:

بيانات الإجازة المطلوبة (يعبأ من قبل الطالبة)

نوع الإجازة	
إجازة اضطرارية) محسوبة من الإجازة السنوية) □ إجازة سنوية □ إجازة مرضية (يرجى إرفاق الإجازة من المستشفى) □	إجازة وضع 45 يوم (تعويض) □ إجازة علمية □ إجازة وفاة قريب (درجة أولى) □ إجازة وفاة قريب (درجة ثانية) □
عدد الأيام المطلوبة:	تاريخ الإجازة:
	من / / إلى / /

رصيد الإجازات المستحقة خلال سنة الامتياز:*

- عشرة أيام إجازة سنوية.
- تمنح الطالبة إجازة 3 أيام لوفاة قريب من الدرجة الأولى ويوم للدرجة الثانية.
- ثلاث أيام إجازة علمية (حضور ومشاركة في المؤتمرات التابعة للتخصص)
- إجازة وضع 45 يوم (تعويض)
- إجازة العيدين والإجازات الرسمية حسب جهة التدريب

ملاحظات:

- لا يحق للطالبة أخذ أكثر من خمس أيام إجازة في الدورة التدريبية الواحدة.
- يمنع أخذ إجازة بداية الدورة التدريبية خلال الشهر الأول من كل دورة تدريبية.
- يجب أخذ موافقة المشرف وتوقيعه على نموذج الإجازة وترسل لإدارة التدريب قبل موعد الإجازة بأسبوع.
- لا تعتمد الإجازة الا في حال موافقة إدارة التدريب والامتياز.
- لا توجد إجازة مخصصة لاختبارات هيئة التخصصات الصحية، وإنما بإمكان الطالبة استهلاك رصيدها من الإجازات الاضطرارية أو السنوية.
- الإجازة العلمية يجب أن ترسل للإدارة قبل موعد الدورة العلمية بشهر مع ما يثبت مشاركة حضور الطالبة للمؤتمر (شهادة حضور).

الاعتماد

المشرف	وكيلة الكلية للتدريب والشؤون السريرية
الاسم:	
التوقيع:	التوقيع:
التاريخ:	التاريخ:



Dress code, Professionalism, and Confidentiality Agreement

I,....., understand and agree to adhere to the dress code policies, professionalism guidelines, and to maintaining the confidentiality of organizational and client data outlined by the training site. I understand that failure to comply with the dress code policy and/or any violation of professionalism guidelines and/or confidentiality agreement may result in corrective action, up to and including termination of my internship.

Intern's Signature: _____

Date: _____



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Field Experience (Internship) Core Competencies Evaluation Form

Audiology & Balance Program

Health communication Sciences Department

Health and Rehabilitation Science College

Princess Nourah bint Abdulrahman University

Intern Name:	
Date:	
Institution:	
Rotation:	<input type="checkbox"/> 1st rotation <input type="checkbox"/> 2nd rotation
Evaluators' Name/s:	



Instructions

Please evaluate the intern's performance on the following competences using the scale provided. Provide comments or additional feedback where necessary. The form should be submitted within 1 week after the student completes her rotation. The preceptor/s should engage in a conversation with the intern to discuss the evaluation form, offering constructive feedback on areas that need improvement. The form should be submitted officially to the Collage Training and Internship Unit either as a hard copy or as a soft copy by e-mail to chrs-tu@pnu.edu.sa and cc the program internship coordinator naalajroush@pnu.edu.sa & the program internship committee chrs-iccsd@pnu.edu.sa

Rating Scale Description

In this Evaluation Form of Audiology Internship Core Competencies, a comprehensive and adaptable rating scale has been implemented to ensure fair and accurate assessments. The scale ranges from 1 to 5 for each competency, with the understanding that not all competencies may be applicable to every clinical scenario. The key features of the rating scale are outlined below:

Rating scale	Description
No Competency (1)	The intern does not demonstrate any knowledge or ability in the specified competency area. They lack even the most basic skills required for the task.
Limited Competency (2)	The intern has very limited understanding or capability in the competency area. They may require significant assistance and supervision to complete tasks or make decisions related to this competency.
Basic Competency (3)	The intern possesses some fundamental knowledge and skills in the competency area, but their performance is rudimentary. They can perform basic tasks with guidance and may make some errors.
Competent (4)	The intern demonstrates a solid understanding of the competency area. They can perform tasks independently and accurately, although there may still be some room for improvement.
Proficient (5)	The intern is skilled in the competency area and consistently performs tasks with precision and efficiency. They require minimal supervision and can handle complex situations effectively.
NA (No a numerical score)	Not Applicable – criterion was not applicable for any reason to the clinical scenario



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After assessing each criterion listed below, the evaluators are instructed to sum up all scores and then calculate the average. If a competency is not applicable, evaluators should mark it as "Not Applicable (NA)" rather than providing a numerical score and ensure that only relevant competencies contribute to the final calculation. The resulting average is the final score, represented on a scale of 1.00 to 5.00. The table below provides a description of the final score based on this evaluation process.

Point scale	Interpretation	Symbol
5.00-4.75	Exceptional	A+
4.74-4.50	Excellent	A
4.49-4.00	Superior	B+
3.99-3.50	Very good	B
3.49-3.00	Above average	C+
2.99-2.50	Good	C
2.49-2.00	High pass	D+
1.99-1.10	Pass	D
≥1.00	Fail	F



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Scoring criteria

Competency	Scoring criteria	Aligned FE CLOs	Aligned PLOs	Score	Comments/ Notes
Chart Review	1. Identifies relevant medical history, medications, previous hearing test results, and the reason of current visit from patient records.	1.1	K2		
	2. Demonstrates understanding of how medical history and medications may impact hearing health and audiological test results.	1.1	K2		
History Taking	3. Conducts a thorough case history with attention to relevant medical, social, occupational, and any other related history.	2.1	S1		
	4. Elicits information related to hearing difficulties, communication needs, and impact on quality of life.	2.1	S1		
	5. Demonstrates understanding of how case history can inform audiological testing and management.	1.1	K2		
Otosopic Examination	6. Performs correct and accurate technique of otoscopic examination of the ear canal and tympanic membrane for adults and pediatric patients.	2.1	S1		
	7. Identifies normal anatomy of the ear canal and tympanic membrane as well as the common abnormalities, such as cerumen impaction or	1.1	K2		



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	otitis media.				
	8. Demonstrates understanding of how otoscopy findings may impact audiological testing and management.	2.2	S2		
Immittance Testing:	9. Performs Immittance testing according to clinical protocols.	2.1	S1		
	10. Identifies normal and abnormal immittance findings of the different Immittance testing.	1.1	K2		
	11. Demonstrates understanding of how immittance testing can inform audiological testing and management.	2.2	S2		
Pure Tone Audiometry	12. Conducts air conduction pure-tone audiometry testing according to clinical protocols.	2.1	S1		
	13. Conducts bone conduction pure-tone audiometry testing according to clinical protocols.	2.1	S1		
	14. Identifies normal and abnormal hearing thresholds for adults and pediatric.	1.1	K2		
	15. Demonstrates understanding of how pure-tone audiometry findings can inform audiological testing and management.	2.2	S2		
Pure Tone Audiometry Masking	16. Demonstrates understanding of when and why to use masking in	1.1	K1		



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	pure-tone audiometry.				
	17. Applies masking according to established protocols.	2.1	S1		
Speech Audiometry	18. Conducts speech audiometry tests according to clinical protocols.	2.1	S1		
	19. Demonstrates understanding of how speech audiometry findings can inform audiological testing and management & explain the significance of each test.	2.2	S2		
Speech Audiometry Masking	20. Demonstrates understanding of when and why to use masking in speech audiometry.	1.1	K2		
	21. Applies masking according to established protocols.	2.1	S1		
Pediatric Behavioral Testing (CPA, VRA, BOA)	22. Conducts pediatric audiological testing according to clinical protocols.	2.1	S1		
Hearing Aid (HA) Services	23. Selects appropriate hearing aid(s) based on patient's hearing level and age.	2.3	S3		
	24. Consider patient's needs and preferences in the selection process.	2.3	S3		
	25. Fits and verifies hearing aid(s) appropriately using best practices.	2.3	S3		
	26. Conducts hearing aid evaluation according to clinical protocols.	2.1	S1		
	27. Provides appropriate counseling and education to patients regarding hearing aid use and care.	2.3	S3		



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	28. Effectively troubleshoots and resolves issues with hearing aids.	2.1 & 2.3	S1 & S3		
Cochlear Implant (CI) Services	29. Performs pre-CI audiological assessments to determine candidacy for cochlear implantation.	2.1	S1		
	30. Recognizes audiological, medical, psychosocial, and other necessary factors that may impact the candidacy for cochlear implantation.	1.1	K2		
	31. Demonstrates the basic competency to perform programming and fine-tuning of cochlear implants.	2.1	S1		
	32. Follow-up patients to monitor their progress post implantation and adjusts mapping and setting as needed.	2.3	S3		
	33. Understands the principles of cochlear implant functioning and how they stimulate the auditory nerve.	1.1	K2		
	34. Effectively troubleshoots and resolves issues with cochlear implants.	2.1 & 2.3	S1 & S3		
Vestibular Assessment	35. Conducts and utilizes a battery of tests to evaluate peripheral and central vestibular structures.	2.1	S1		



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	36. Recognizes normal and abnormal vestibular responses during assessments, such as nystagmus patterns, saccadic eye movements, and postural control issues.	1.1	K2		
	37. Correlates test findings with patient symptoms for accurate diagnosis.	2.1	S1		
	38. Interprets vestibular assessment results to formulate accurate diagnoses for balance disorders.	2.1	S1		
	39. Recommends appropriate interventions, which may include rehabilitation exercises, lifestyle modifications, or further evaluations.	2.3	S3		
Electrophysiological Tests	40. Conducts electrophysiological tests according to clinical protocols.	2.1	S1		
	41. Identifies normal and abnormal electrophysiological tests findings and can interpret the test findings accurately and correctly.	1.1 & 2.1	K2 & S1		
Counseling & Report Writing	42. Provides audiological and other relevant information clearly, concisely, and accurately by using appropriate terminology while ensuring that patients and families comprehend the details of their condition, diagnostic procedures, and recommended interventions.	2.3	S3		



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	43. Responds to patients and their families' questions with clarity and accuracy, in a way that is accessible and easily understood, ensuring a comprehensive understanding of audiological processes and recommended interventions.	2.3	S3		
	44. Build clear, concise, and accurate intervention plan for further evaluation, treatment, or management as appropriate by explaining and demonstrating information about therapeutic goals, tasks, and technique.	2.3	S3		
	45. Submits timely and accurate reports using appropriate terminology and format.	2.3	S3		
Professionalism, Work Ethics & Soft Skills	46. Adherence to professional standards and ethical guidelines in all and everyday practice.	3.1	V1		
	47. Effectively manages time, prioritizes assignments, meets deadlines, and adhere to schedules consistently to ensure efficient completion of tasks and responsibilities.	3.1	V1		
	48. Exhibits a positive and professional attitude with colleagues, supervisors, and patients, contributing to a supportive work environment,	3.1	V1		
	49. Demonstrates adaptability and openness to constructive criticism and comments.	3.1	V1		



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	50. Takes initiatives and exhibits full responsibility for self-learning and displays an interest in life-long learning and continuous development.	3.1	V1		
	51. Identifies and analyzes challenges effectively & develops creative and practical solutions to address them.	3.1	V1		
	52. Communicates clearly, effectively, and collaboratively with interdisciplinary teams, such as physicians and speech therapists, ensuring seamless communication to provide holistic patient care.	3.1	V1		
	53. Listens actively to colleagues, supervisors, and patients, demonstrating empathy and understanding.	3.1	V1		
Continuous Education	54. Prepare and present/submit a continuous education activity to enhance skills in Audio-vestibular assessment and treatment.	1.1	K2		
Total					

Additional comments:

Comments



Leaves:

kindly indicate the duration in days for ALL types. If the intern did not take any days off, kindly state Zero for the respective type.

Leaves	
Leave type	Number of days off
Annual leave.	
Sick leave.	
Emergency leave.	
Maternity leave.	
Marriage leave.	
Other. Specify	

Intern's signature:

Supervisor/s Signature/s:

Institutional Stamp

