

BLOOMSBURG UNIVERSITY
DEPARTMENT OF COMMUNICATION SCIENCES
AND DISORDERS
INTRAOPERATIVE NEUROMONITORING
CERTIFICATE PROGRAM HANDBOOK



2020-2021

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Program Director

Bloomsburg University of Pennsylvania

Intraoperative Neuromonitoring (IONM)

I, _____, acknowledge that I
received a copy of the Certificate Program in Intraoperative
Neuromonitoring (IONM) Handbook.

I also understand that I am responsible for knowing the content of this
handbook.

Print Name/Signature

Date

This handbook has been compiled for students enrolled in the Intraoperative Neuromonitoring (IONM) program offered by the Department of Audiology and Speech Pathology at Bloomsburg University.

This handbook provides an overview of the requirements and expectations of the graduate students enrolled in the program. Information is provided for both academic and clinical aspects of the program, as well as information pertaining to graduation, and professional credentialing (certification and licensure).

It is your responsibility to be familiar with the information compiled in your handbook. In the event that you have any questions regarding the content of this handbook, please contact your advisor.

Academic and Clinical Faculty

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PERFORMANCE STANDARDS
FOR ADMISSION AND PROGRESSION

RETENTION AND PROGRESSION POLICY

The following are student requirements for satisfactory progression through the Certificate Program

All students must maintain a QPA of 3.0.

Academic Courses:

Students cannot earn more than two (2) grades lower than a B- throughout the program. If the student has more than two (2) grades lower than a B- in any academic course, the student will be dismissed from the Certificate program and the University after the documented third grade lower than a B-.

PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION

The core performance standards for this given program are identified below along with examples of these standards. These examples are not inclusive of all expected abilities and should be used only for simple comparative purposes by applicants and students currently enrolled in this program.

ISSUE	STANDARD	EXAMPLES (NOT INCLUSIVE)
Critical Thinking	Critical thinking sufficient for clinical judgment and reasoning.	<ul style="list-style-type: none"> • Competent, accurate assessment of clients. • Correct interpretation of assessment data. • Development of appropriate intervention, goals, and objectives. • Design of effective intervention outcomes. • Modification of planned interventions.
Cognitive	Ongoing capacity to learn new knowledge and skills of prevention, assessment, and intervention.	<ul style="list-style-type: none"> • Acquire new knowledge and skills related to prevention, assessment, and intervention. • Apply new knowledge and skills related to best practices in Intraoperative Neuromonitoring. • Apply evidence-based practice to service delivery.
Interpersonal	Interpersonal abilities sufficient to interact with clients, families, and professionals from a variety of social, cultural, ethnic, and linguistic backgrounds.	<ul style="list-style-type: none"> • Establish rapport and relate effectively with clients, families, and other professionals. • Work effectively with clients across the life span. • Work effectively with clients and families from diverse populations.
Communication	Communication abilities sufficient for professional interactions in oral and written forms.	<ul style="list-style-type: none"> • Follow verbal and written instructions. • Communicate effectively with clients and families from culturally and linguistically diverse populations. • Communicate effectively with other professionals and colleagues. • Consult with other professionals and colleagues in a professional manner.

		<ul style="list-style-type: none"> • Communicate clearly and effectively in writing.
Mobility	Physical abilities sufficient to provide competent services.	<ul style="list-style-type: none"> • Physically assist, position, maneuver, and transport clients during assessment and intervention.
Motor Skills	Gross and fine motor abilities sufficient to provide competent services.	<ul style="list-style-type: none"> • Manipulate assessment and intervention materials and supplies. • Operate equipment, computers, instrumentation, and assistive technology. • Document services through data collection, writing, or typing.
Visual	Visual ability sufficient to provide competent services.	<ul style="list-style-type: none"> • Ability to read reports, progress notes, graphs, and related documentation. • Ability to accurately read data recordings from instrumentation.
Hearing	Auditory ability sufficient to provide competent services.	<ul style="list-style-type: none"> • Ability to hear and discriminate speech of others.
Personal Behaviors	Maintains personal behaviors consistent with the Code of Conduct, Clinic Policies and Procedures.	<ul style="list-style-type: none"> • Demonstrates personal responsibility, accountability, integrity, and honesty. • Demonstrates respect for all clients and their families. • Avoids behavior inconsistent with professional standards. • Does not allow personal issues to interfere with service delivery • Abides by ethical codes of conduct.

E-MAIL ACCOUNT USE

PRP 3408 – Student Use of University Assigned E-mail Accounts

ISSUED BY: James Mackin, Ph.D., Provost and Vice President for Academic Affairs

EFFECTIVE DATE: Fall 2006

NOTES: Approved by BUCC 02/22/06. Reported to the University Forum 03/01/06.

The University assigned student e-mail account shall be the primary means of official communication with all students at Bloomsburg University. Students are responsible for all messages and attachments sent to them via their university assigned e-mail account or posted to course websites and/or course management systems such as BOLT. Students will not be able to forward their university assigned account to an alternate e-mail account. This policy does not preclude departments or offices from using traditional, non-electronic modes of communication at their discretion.

Students are required to use their Bloomsburg University e-mail account through all residency experiences, as well as while they are completing their research requirements. Faculty and staff **will not** use any other e-mail account.

ACADEMIC EXPECTATIONS

Scholarship/Academic:

- Independent learning
- Oral skills
- Writing skills
- Problem solving
- Knowledge base
- Utilization of resources
- Contributing to discussions
- Classroom participation
- Research skills
- Accepts feedback
- Uses and generalizes feedback
- Appropriate preparation
- Manages time
- Meets deadlines
- Respects professors/classmates
- Adheres to Academic Policies and Expectations
- Seeks appropriate assistance
- Accountability

Personal:

- Manages time
- Meets deadlines
- Manages dress
- Grooming/Hygiene
- Affect
- Initiative
- Assumes responsibility
- Emotional maturity
- Respects faculty/staff/students
- Accepts feedback

Interpersonal:

- Leadership
- Cooperation
- Relates well to others
- Commitment

Professional:

- Ethical behavior
- Professional service/behavior
- Participation in professional organizations
- Professional attire

PROFESSIONALISM

Professions require certain behaviors of their practitioners. Professional behaviors (which may or may not directly involve other people) have to do with professional tasks and responsibilities, with the individuals served by the professional and with relations to other professionals. Included among professional tasks are education and training. The following conveys expectations about the behaviors of those who seek to join this profession.

1. You show up.
2. **You show up on time.
3. You show up prepared.
4. You show up in a frame of mind appropriate to the professional task.
5. You show up properly attired.
6. You accept the idea that “on time,” “prepared,” “appropriate,” and “properly” are defined by the situations, by the nature of the task, or by another person.
7. You accept that your first duty is to the ultimate welfare of the persons served by your profession, and that “ultimate welfare” is a complex mix of desires, wants, needs, abilities, and capacities.
8. You recognize that professional duties and situations are about completing tasks and about solving problems in ways that benefit others, either immediately or in the long term. They are not about you. When you are called upon to behave as a professional, you are not the patient, the customer, the star, or the victim.
9. You place the importance of professional duties, tasks, and problem solving above your own convenience.
10. You strive to work effectively with others for the benefit of the person served. This means you pursue professional duties, tasks, and problem solving in ways that make it easier (not harder) for others to accomplish their work.
11. You properly credit others for their work.
12. You take responsibility for your actions, your reactions, and your inaction. This means you do not avoid responsibility by offering excuses, by blaming others, by emotional displays, or by helplessness.
13. You do not accept professional duties or tasks for which you are personally or professionally unprepared.

14. You do what you say you will do. By the time you said you would do it. To the extent you said you would do it. And to the degree of quality you said you would do it.
15. You take active responsibility for expanding the limits of your knowledge, understanding, and skill.
16. You vigorously seek and tell the truth, including those truths that may be less than flattering to you.
17. You accept direction (including correction) from those who are more knowledgeable or more experienced. You provide direction (including correction) to those who are less knowledgeable or less experienced.
18. You value the resources required to perform professional duties, tasks, and problem solving, including your time and that of others.
19. You accord respect to the values, interests, and opinions of others that may differ from your own, as long as they are not objectively harmful to the persons served.
20. You accept the fact that others may establish objectives for you. While you may not always agree with those goals, or may not fully understand them, you will pursue them as long as they are not objectively harmful to the persons served.
21. When you attempt a task for the second time, you seek to do it better than you did it the first time. You revise the ways you approach professional duties, tasks, and problem solving in consideration of peer judgments of best practices.
22. You accept the imperfections of the world in ways that do not compromise the interests of those you serve, or your own pursuit of excellence.
23. You base your opinions, actions, and relations with others upon sound empirical evidence, and upon examined personal values consistent with the above.
24. You expect all of the above from other professionals.

***** Failure to be on time to any case or class may result in a full letter grade drop.***

Chial, M, (1998). Conveying expectations about professional behavior. *Audiology Today*, 10(4), p.25.

BU PRP #3512:
POLICY ON STUDENT ACADEMIC INTEGRITY

PRP 3512 – ACADEMIC INTEGRITY POLICY

What is Academic Integrity?

Academic integrity refers to the adherence to agreed upon moral and ethical principles when engaging in academic of scholarly pursuits. The university's academic integrity policy is part of an effort to nurture a community where trust, honesty, and personal integrity guide all of our dealings with one another. Personal integrity is vital to our pursuit of educating and becoming educated. This student academic integrity policy is only part of, not the entirety of, efforts to foster a community of trust; trust is built first on our actions toward each other. The responsibility to be honest, fair and forthright with others is a responsibility that each member of the Bloomsburg University community must accept. The conditions of an academic integrity policy spell out the nature of the expectations we have of one another, and explain the sanctions that follow the failure to live up to these expectations. The following policy sets a standard for all of us to live up to and exceed.

What is Academic Dishonesty?

The following types of behaviors are examples of academic dishonesty. This list is not, and cannot be, exhaustive. Students who are unsure if an act is academically dishonest have a duty to consult their professor before engaging in the act.

1. Cheating: (a) Using notes, study aids, or information on an examination which are not approved by faculty; (b) Altering graded work after it has been returned and submitting the work for regrading; (c) Allowing another person to do one's work and submitting that work under one's own name; (d) Submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.
2. Plagiarism: Submitting material that in part or whole is not one's own work without attributing those same portions to their correct source.
3. Fabrication: (a) Falsifying or inventing any information, data, or citation; (b) Presenting data that were not gathered in accordance with standard guidelines that defined the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.
4. Misrepresenting Circumstances: (a) Lying; (b) Presenting a professor (verbally or in writing) with false or incomplete information.
5. Impersonation: (a) Representing oneself as another student in an examination; (b) Signing another's name on an attendance roster; (c) In general doing the work required of another student and/or allowing another to do your work.

6. Obtaining an Unfair Advantage:

(a) Stealing, reproducing, circulating or otherwise gaining access to examination material prior to the time authorized by the instructor; (b) Stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use; (c) Unauthorized collaborating on an academic assignment; (d) Retaining, processing, using or circulating previously given examination materials, where those materials are to be returned to the instructor at the conclusion of the examination; (e) Intentionally obstructing or interfering with another student's academic work; or (f) Otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.

7: Aiding and Abetting Academic Dishonesty: (a) Providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above; or (b) Providing false information in connection with any inquiry regarding academic integrity.

8. Falsification of Records and Official Documents: (a) Altering documents affecting academic records; (b) Forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.

9. Unauthorized Access to Computerized Academic or Administrative Records or Systems: (a) Altering computer records; (b) Modifying computer programs or systems; (c) Releasing or dispensing information gained via unauthorized access; or (d) Interfering with the use or availability of computer systems of information.

How can faculty encourage Academic Integrity?

It is necessary for the administration and faculty to do all that is possible to encourage high standards of academic integrity. Steps that could be taken include.

1. **Course Requirements:** Have the syllabus clearly state what is and is not acceptable in the course. This may include a statement of an individual or department's policy on what constitutes plagiarism, the scope of permitted collaboration, testing behaviors, policy on recycling assignments and papers, and missed assignments or exams.
2. **University Policy:** Briefly review the university Academic Integrity Policy on the first day of class, orally or by reference to a syllabus.
3. **Examination Security:** Safeguard examinations. In no event should the student be given access to, custody of or any responsibility over examinations prior to their administration.
4. **Examination Environment:** Consider preventive techniques, such as alternate seating or alternate exam formats, and reasonable proctorial activities.
5. **Availability of Past Examinations and Assignments:** Establish individual and/or departmental policies for returning examinations for students to keep, collecting and securing examinations, and/or placing copies of old examinations on reserve in the library.

6. Student Responsibility: Faculty are encouraged to state in all syllabi that students who are unsure if an act is academically dishonest have a duty to consult their professor before engaging in the act.

What happens when a student is suspected of Academic Dishonesty?

The first step in any alleged case of academic dishonesty will be for the faculty member to inform the student that dishonesty is suspected and that steps will be taken to resolve the issue.

If the faculty member would like to resolve the issue informally and if the student accepts the charges and the penalty, then the faculty member chooses between Options 1 and II.

Option III is required when the student does not accept the charges or the penalty, or the faculty member believes that a penalty greater than failing the course is appropriate.

If dishonesty is discovered at or after the end of the semester, the faculty will not enter a grade for that student; thus the student will receive an "X" grade. The faculty member will either contact the student directly to set up the initial meeting or contact the Office of Academic Affairs who will notify the student of the need for such a meeting.

Option I: Informal Confidential Resolution

The faculty member may resolve the charge confidentially with the student, discussing the alleged offense and explaining any penalty that might follow; students who dispute the fairness of the charge or penalty may elect to have the matter arbitrated by the Academic Grievance Board.

The professor has a range of sanctions within the boundaries of the course in which the dishonesty occurred. Possible sanctions include verbal and written reprimand, an appropriate additional assignment, and lowering the grade on the assignment on which the dishonesty occurred. If the professor wishes to impose more severe sanctions, including lowering the course grade, he or she must file an Academic Integrity Policy Violation Report Form with the Director of Student Standards.

The faculty member is strongly encouraged to have this agreement in writing, and to keep that document and any evidence in a secure location.

Option Informal Resolution with a Filed Report

The faculty member may follow the guidelines given in Option I, Informal Confidential Resolution, and, in addition, file an Academic Integrity Policy Violation Report Form with the Director of Student Standards. The Report Form explains the offense and penalty and includes an acknowledgment by the student of the offense and penalty. The penalty agreed to on the Academic Integrity Policy Violation Report Form will be void if the student has a record of a previous offense. A second or repeat offense requires resolution by the Academic Grievance Board.

Option DT Formal Resolution by the Academic Grievance Board

If the student accepts the charges (1) but does not accept the penalty or (2) has had a previous offense, the sanction will be determined by the Provost (or his/her designee) in consultation with the Director of Student Standards.

If the student does not accept the charges, the case will be arbitrated by the Academic Grievance Board. The faculty member should fill out the Academic Integrity Formal Resolution Notification Form. Once it is determined that a case will be heard by the Academic Grievance Board, the Director of Student Standards will notify all involved parties of the need to convene the Board. The Office of Academic Affairs will provide the student with written notification of the time and place of the hearing and with a copy of any written charges. The hearing will be recorded and a recommendation made to the Provost as to whether a policy violation occurred.

The Provost will make the final determination as to whether academic dishonesty occurred. If the student is cleared of the charges, the initial report form will be destroyed and the student's record will be totally clear of the event. If it is determined that a violation did occur, the Provost will determine the appropriate sanction in consultation with the Director of Student Standards.

GRADUATE CHECKLIST AND EXPLANATION
OF CHECKLIST ITEMS FOR IONM
CERTIFICATE PROGRAM

ONE YEAR PROGRAM

The program consists of three semesters (Fall, Spring and Summer). Fall and Spring semesters are 15 weeks long. The Summer semester is only 12 week. The program ends in late August.

Fall

Verify that your academic file is up to date with the advisor.

Provide verification of a current PA Criminal Record Check, Child Abuse Clearance, FBI Fingerprinting, and CPR training. Maintain originals and return copies to department office.

Obtain Flu vaccine – we offer this at no charge through Geisinger Medical Center

Obtain Liability Insurance for Clinic Experience. Consult with the advisor.

Attend Geisinger Operating Room Orientation, HIPPA workshop, and drug screen.

Spring

Meet with advisor.

Verify clinical hours.

The student must maintain a QPA of 3.0 with no more than 2 grades lower than a B- throughout the certificate program.

Summer

Meet with advisor.

Verify clinical hours.

The student must maintain a QPA of 3.0 with no more than 2 grades lower than a B- throughout the certificate program.

ITEMS REQUIRED FOR PROGRAM

Photo Identification

Students must be in possession of their University Issued IDs at all times while on campus. Photo IDs are available through Student Life.

CPR

Students are required to obtain and maintain current CPR certification training. Bloomsburg University does not cover the cost for certification. Certification is offered through the Department at the beginning of the fall semester. Please see the Department secretary to sign up.

HIPPA Workshop

Students must attend HIPPA training prior to visit Geisinger Health System.

TB Immunization and Other Required Immunizations

Student must have TB immunizations prior to visiting Geisinger Health System. TB testing is available on campus every semester. Students must present the documentation of the test results.

Clearances

Fingerprinting, Act 33 (Request for Criminal Record Check) and Act 34 (Pennsylvania Child Abuse History Clearance) must be completed for all students. This documentation must be turned in to the Department Secretary the first week of first semester.

Applying for Graduation

Application forms are sent to you via BU email. You need to complete the form, have it signed by your advisor and submit it along with the application fee by the deadline.

Report Final Clock Hours

We must have a record of all required clinical hours that you have obtained during your tenure in our program. All the practicum hours have to be signed by teaching faculty.

PROGRAM COURSE SEQUENCE

Fall semester	Spring semester	Summer semester
CSD 650 Intro IONM (3 credits)	CSD 651 Funct Hu Neuroanat (3 credits)	CSD 652 Clin Neurophys: Motor and Sensory (3 credits)
CSD 653 IONM Anesthesia (3 credits)	CSD 654 Clin Neurophys: EEG (3 credits)	CSD 656 IONM Cranial Surgery (3 credits)
CSD 657 IONM Spine Surgery (3 credits)	CSD 657 IONM Skull Base Surg (3 credits)	CSD 658 IONM Mapping (3 credits)
CSD 659 IONM Instr/Pract App (3 credits)	CSD 659 IONM Instr/Pract App (3 credits)	CSD 659 IONM Instr/Pract App (3 credits)

CSD 650 Introduction to Intraoperative Neuromonitoring

CSD 651 Functional Human Neuroanatomy

CSD 652 Clinical Neurophysiology: Motor and Sensory

CSD 653 Intraoperative Neuromonitoring Anesthesia Consideration and Management

CSD 654 Clinical Neurophysiology: EEG

CSD 655 Intraoperative Neuromonitoring Skull Base Surgery and Neural Function Protection

CSD 656 Intraoperative Neuromonitoring Cranial Surgery and Cerebral Protection

CSD 657 Intraoperative Neuromonitoring Spine Surgery and Neural Function Protection

CSD 658 Intraoperative Neuromonitoring Neurophysiological Mapping and Functional Imaging

CSD 659 Intraoperative Neuromonitoring Clinical Instrumentation and Practical Application

APPENDICIES

CLOCK HOURS

Clock hours must be submitted on the appropriate form at the end of each semester.

It is the student's responsibility to review the computerized printout of clock hours, which will be available to students.

It is the student's responsibility to review hours prior to leaving campus for externship/residency. Any error in the data entered must be reported.

We will only accept operating room hours that are signed by the site supervisor.

PROFESSIONAL LIABILITY FOR STUDENTS

To participate in operating room practicum, you will need to obtain professional liability insurance. This insurance protects you against covered claims arising from real or alleged errors. Remember, legal defense and settlement costs are paid in addition to your limits of liability. In the event of a lawsuit, your liability insurance policy may include the following:

- Provide you with your own attorney
- Pay all reasonable costs incurred in the defense or investigation of a covered claim
- Pay you for lost wages
- Provide reimbursement if licensing board issues were involved
- Pay court costs and settlements in addition to the limits of liability

This insurance can be obtained online at <http://www.proliability.com/professional-liability-insurance/students>. If you prefer not to apply online, you may call 1-800-503-9230 to request a copy be mailed to you. There may be additional insurance providers that offer similar policies.

CLEARANCES

The following necessary clearances can be obtained at the websites listed below:

- **FBI Fingerprinting (for the Department of Education)**

<https://uenroll.identogo.com/>

- **PA Child Abuse History Clearance**

http://www.dpw.state.pa.us/ucmprd/groups/webcontent/documents/form/s_001762.pdf

- **Pennsylvania Criminal Record Check**

<https://epatch.state.pa.us/Home.jsp>

*** All clearances expire after one year and must remain current during the duration of the program.**

SECURITY INFORMATION FOR STUDENTS

In order to maintain a safe and protected clinical environment for all IONM graduate certificate students, particularly during evening hours, the following procedures and practices must be followed by all students.

At any time, if you notice any unfamiliar person in the IONM lab, ask how you can help them. During the day, report any suspicious activity to Department Faculty or Secretary. In the evening, notify Housekeeping and/or security at (570) 389-4168 of any questionable activity or person in the clinic.

Do not take any chances with your safety and security. Do not leave valuable possessions unattended.

The IONM lab is open 24/7. You can access the lab with your student ID.

When you leave (after 9:30PM), make sure the door closes and locks behind you. Do not prop doors open.

Turn off the lights and all electrical devices.

Fire and Emergency Evacuation Instructions

All students must exit the building by using the nearest stairwell.

ELEVATORS CANNOT BE USED.

Elevators become inoperable when fire alarm is sounded.