



School of Communication
Sciences and Disorders
Clinical Preceptor Handbook
2024-2025



School of Communication
Sciences and Disorders

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Dear Clinical Educator,

On behalf of the faculty and students at the University of Memphis School of Communication Sciences and Disorders, we would like to extend our gratitude and sincere appreciation for your willingness to be involved in our students' clinical growth and education. We understand that involving students in your clinical practice can require additional efforts during your already busy clinic schedule, and we thank you for your time and support. We want you to have a positive experience collaborating with our program. Enclosed is information intended to facilitate the experience for you and the student.

Clinical practicum provides intensive experiential learning that gives the student an opportunity to refine their clinical practice. Emphasis should be placed on integrating the many roles of professional audiology and serve as a vehicle for the student to enhance their critical reasoning and judgement and communication skills. We look forward to working with you to ensure you and the student have an excellent experience.

We encourage you to contact Dr. Jennifer Taylor at jptaylr2@memphis.edu if there is any way that we can support you.

Sincerely,

Linda Jarmulowicz, PhD
Dean and Director

Jennifer P. Taylor, AuD
Director of Clinical Education, Audiology

Graduate Education program in Audiology & Speech-Language Pathology accredited by
The Council of Academic Accreditation (CAA) of the American Speech-Language-Hearing Association

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I. Introduction

Welcome to the University of Memphis School of Communication Sciences and Disorders!

We are so pleased that you have joined our team of valued and esteemed Audiology Clinical Preceptors. We hope that you are ready for the stimulating, exciting, and fulfilling world of audiology clinical education. Your contributions have a direct impact on our students as well as the field of audiology. We know and appreciate the time and effort you will spend making a difference in student's lives and hope that we can provide as much guidance and support as possible to assist you in this service.

All audiology students are placed in on-campus and off-campus practicum experiences prior to their externship. During the first year, students complete on-site clinic placements, participate in screening hours in development centers and the statewide EHDI initiative. Beginning with the second year of study, students participate in both on-site and off-site practicum experiences until the start of their fourth-year externship. Our students typically receive over 600 clinical clock hours prior to beginning their fourth year. Our community partnerships with preceptors, like you, provide our students with valuable opportunities to work with varying populations and gain experience from providers with different styles and specialties of care. The success of our program and our students would not exist without the support and dedication of professionals and mentors like you, and we are deeply grateful for your service.

This guide is designed to help you navigate the world of clinical education and to provide easy access to information that will be useful to you now and in the future. To help prepare you for your role as a preceptor, we would like to orient you to the School of Communication Sciences and Disorders Doctor of Audiology Program. The clinical practicum experience is critical for the professional growth of our audiology students. It provides the student with learning opportunities to enhance their foundational skills and knowledge through professional interaction and mentorship. Throughout this experience, the student should have the opportunity to engage in professional dialogue as well as learn from clinicians with different approaches in the clinical setting. The externship experience is meant to be a combined effort between the extern, the clinical preceptor, and the university clinic director. This handbook has been prepared to outline the roles of each individual involved to allow for optimal benefit for all parties involved.

II. Program Mission

The School of Communication Sciences and Disorders is dedicated to growth, advancement and application of understanding communication and communication disorders through leadership and rigor in scientific research, innovative preparation of lifelong learners, and culturally competent service to diverse communities.

III. Audiology Program Directory

Clinical Faculty

Dr. Casandra “Sandy” Banks
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Research/Academic Faculty

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IV. Benefits of the Practicum Experience

Student Benefits

- ✓ Provides a broader clinical experience across the scope of practice in audiology
- ✓ Gaining confidence in clinical skills
- ✓ Exposure to various clinical settings

Preceptor Benefits

- ✓ Reinvigoration of practice in the preceptor role
- ✓ Professional development
- ✓ Service to the profession

Program Benefits

- ✓ Opportunity to interact with professionals in the field
- ✓ Helps meet accreditation standards

V. The Practicum Student and/or Extern

Responsibilities (see Section VIII.C.):

1. The student is expected to show up on time and prepared every working day.
 - a. It is the responsibility of the student to contact their preceptor(s) to establish when and where they are expected to be,
 - b. the dress code,

- c. any relevant policies and procedures they should be aware of
2. The student is expected to acknowledge and adhere to the rules and protocols of the practicum site at all times.
3. The student is to demonstrate responsible, accountable, and ethical behaviors.
4. The student is to progress in their independence as they meet clinical competencies.
5. The student is to perform independently only those skills that the student is competent and prepared to perform at their level of skill.
6. The student is to develop collaborative relationships with clients, the preceptor, agency personnel and other members of the practice.
7. The student should be constantly reflecting upon their professional performance concerning clinical skill as well as personal qualities that influence their working environment. They may wish to keep a journal of their strengths and weaknesses in order to improve upon or strengthen areas that will benefit them in their professional development as well as their patients.
8. The student is expected to participate in relevant clinical coursework (AUSP 8104 or AUSP 8125) while completing their practicum placement (see syllabi).
9. The student is expected to share and discuss semester goals with the preceptor.
10. The student is to develop knowledge and skills across the scope of practice.
11. The student is to seek appropriate learning opportunities throughout their clinical experiences.
12. The student is expected to use problem solving and critical thinking skills utilizing evidence-based practice in their clinical decision-making.
13. The student is asked to complete an advising meeting at midterm and at the end of the semester with the clinic director regarding their performance and experience at the practicum site.
14. The student is to understand the roles of the student, faculty and preceptor throughout their clinical practice.
15. The student is to communicate with the preceptor and clinic director should they become ill or unable to participate in their scheduled practicum at any time.
16. The student is to contact the clinic director immediately when issues arise.
17. The student extern is required to submit clock hours via the Typhon system weekly.

VI. The Clinical Preceptor

Qualifications:

1. At least nine months of practice experience post-certification
2. Has completed 2 continuing education hours in supervision (program has free opportunities for preceptors to do so)
3. Hold a current Certificate of Clinical Competence (CFCC) or American Board of Audiology (ABA) certification
4. Hold the appropriate state license for the duration of the contractual term.

Responsibilities (see VIII for further clarification):

1. Serve as the primary supervisor to assist and monitor the student/extern in refining their clinical and professional skills within our scope of practice as they work towards becoming an independent practitioner.
2. Collaborate with the extern to determine a plan to establish goals and expectations for their practicum placement.
3. Provide the extern with a broad range of clinical experiences full-time, while maintaining appropriate supervision to allow for best-practice patient care.
4. Assist student with integrating theory into clinical practice.
5. Model professional conduct and evaluate the extern's conduct.
6. Register with the state that you will be serving this role with this particular extern within 30 days of the extern's start date, if required by your state.
7. Regularly provide constructive feedback to the extern.
8. Use other professionals to aid in clinical practicum in teaching, problem-solving, support and guidance, as needed.
9. Notify the Director of Clinical Services to resolve issues including, but not limited to, student's inability to practice at an acceptable skill level, professionalism concerns, etc.
10. Regularly meet with the extern to discuss progress.
11. Approve clock hours of the extern, complete midterm evaluation and final evaluation each semester during the course of the externship. Note we use the Typhon system for evaluations and clock hours. Please remember to check and approve clock hours on a regular basis. This can be cumbersome if you wait until the end of the semester. If you have any password issues, please let the University Clinic Director know. Midterm and final dates for 2022 are shared below.
12. If applicable, keep a record of leave requests.
13. Complete final paperwork for clock hours, licensure, and etc. if needed.

Important Dates for Summer 2024:

<i>May 28, 2024</i>	<i>Clinic and Class Begin</i>
<i>July 4, 2024</i>	<i>July 4th Holiday</i>
<i>July 19, 2024</i>	<i>Juneteenth Holiday</i>
<i>July 26, 2024</i>	<i>MSHC Clinic Ends</i>
<i>July 26, 2024</i>	<i>Final Case & Time Log and Evaluations due for Typhon</i>
<i>August 1, 2024</i>	<i>Class Ends</i>
<i>August 2, 2024</i>	<i>Finals</i>

Important Dates for Fall 2024:

<i>August 21-23, 2024</i>	<i>Fall Orientation</i>
<i>August 26, 2024</i>	<i>Clinic and Class Begin</i>
<i>September 2, 2024</i>	<i>Labor Day Holiday</i>
<i>October 14-15, 2024</i>	<i>Fall Break</i>
<i>October 11, 2024</i>	<i>Midterm Evaluations, Midterms, Check of Clock Hours via Typhon Due</i>

November 27-29, 2024
December 4, 2024
December 4, 2024

Thanksgiving Break
Class Ends and MSHC Clinic Ends
Final Evaluations & Final Check of
Clock Hours via Typhon

December 5, 2024
December 6-12, 2024

Study Day
Finals

Important Dates for Spring 2025:

January 15-17, 2025
January 21, 2025
February 27-28, 2025
March 7, 2025

Spring Orientation
Clinic and Class Begins
Midsouth Conference
Midterm Evaluations, Midterms, Check of Clock Hours
via Typhon Due

March 10-14, 2025
April 30, 2025
April 30, 2025

Spring Break
Class Ends and MSHC Clinic Ends
Final Evaluations & Final Check of
Clock Hours via Typhon

May 1, 2025
May 2, 2025
May 2-8, 2025

Study Day
Final Evaluations
Finals

VII. The University Clinic Director

Responsibilities:

1. Verify certification and state licensure for the clinical supervisor.
2. Provide health records of the student and faculty upon request by the extern site.
3. Require evidence of professional liability insurance coverage for externs during the contractual term.
4. Maintain contact with the clinical supervisor to review extern progress, address any concerns, and assist in optimizing the extern experience for all involved.
5. Keep documentation of the extern's progress and clock hours.
6. Assign and evaluate the student' SMART goals pertinent to the extern experience.
7. Conduct monthly web-based classes via Zoom to discuss readings, presentations, experiences, and for student presentations of Grand Rounds cases.
8. Contact the student for midterm and final semester calls to review clinical experience and the extern's final evaluation.
9. Determine the extern's final grade and preparedness to enter the professional field.

VIII. Getting Started with a Student

We depend a great deal on off-campus practicum sites to help support our student population. Since 2012, our student class size has increased by 50% and supports approximately 16-18 students per year. The Clinic Director tracks each student's progress throughout his or her

program. The AuD Faculty continually assesses the academic and clinic program to ensure the students' sequence of coursework matches their clinic work by building on foundational knowledge and skills. No student is assigned to a clinical practicum experience until they meet core competencies via knowledge and/or appropriate skill level.

The Clinic Director begins thinking about appropriate off-campus placements for the following semester during midterms. It is her goal to match each student, preceptor and placement based on the individual students' clinical needs and previous experiences. The Clinic Director or her designee will contact each preceptor to discuss the feasibility of a placement prior to the semester it will occur in. This communication typically occurs via email but may also be completed by phone or in a face-to-face meeting. The Clinic Director informs each student, prior to their placements, to contact the individual preceptors to discuss pertinent policies and procedures, receive special instructions or complete individual assessments or interviews as determined by the site. The student is instructed to discuss dress code, parking and other needed requirements that must be completed prior to their start date. The preceptor should orient the student to the expectations of the placement as well as to their expectations as the instructor. On the first day, each student will provide the preceptor with a SOSA form. This form details the student's previous placements, and identifies their strengths, opportunities they are hoping to gain and areas of improvement they are currently addressing. The student and preceptor should use the SOSA form to lay out goals for the semester. This form is to be turned in to the Clinic Director following the first week of placement. Feel free to provide the student with resources, recommended or required readings, assignments, trainings, etc. to facilitate their transition to your site.

For the most part, the Clinic Director is aware of any special requirements of your practicum site. However, this may not always be the case. Each supervisor has the opportunity to add requirements, readings, or additional information regarding their site directly into the Typhon system either under your site tab or individual preceptor tab.

A. Required Trainings, Immunizations and Vaccinations

Please note all Doctor of Audiology students are required to complete the following prior to clinical placement:

- ✓ Obtain a University of Memphis badge
- ✓ Tennessee Bureau of Investigations (TBI) background check provided through the College of Education
- ✓ HIPAA Training, yearly
- ✓ Basic Life Support and CPR Certification (American Heart Association or American RC)
- ✓ Blood borne Pathogen Training, yearly
- ✓ Hazardous Waste Training, yearly
- ✓ Minors on Campus Training
- ✓ Immunizations and Vaccinations: documentation of two MMR immunizations or proof of immunity for measles, mumps and rubella; documentation of two varicella immunizations or proof of immunity for chicken pox; TDAP every 10 years; Hepatitis B vaccination; flu shot, yearly; TB skin test or chest x-ray, yearly¹

B. Goal Setting

The SOSA form (appendix A) was developed to assist the preceptor in developing semester goals in consultation with the student. It is important for you and your staff to get a sense of the student's clinical strengths, areas for improvement and opportunities for growth. At times, students may be

inclined to set goals that are not appropriate (either too high or too low). The best goals are those that are high enough to be motivating and rewarding, yet not impossible to achieve. Consider the clinical setting, the student's present level and set a goal that is slightly higher than their current ability, a level that will be attainable. It may be beneficial to set short-term goals that will lead to the achievement of a much loftier long-term goal. Monitoring progress towards these goals will be important.

Example Goal: *"At the conclusion of this clinical experience, the student will be able to: independently complete a complex audiologic evaluation, including masking, without assistance over three clinic sessions by midterm evaluation."*

Specific: independently complete pure tone air conduction testing, with appropriate

Masking/earable: without assistance over three clinic sessions

Achievable: based on previous clinical experience and with preceptor support to start

Relevant: providing a foundation for more complex diagnostic testing skills

Time-based: by midterm evaluation

Goals can be updated and revised, if needed, at any time. It is recommended that the student use the SMART goal format when developing these goals to provide a structure for the process (appendix B).

C. Suggest Expectations to Discuss with Students during Clinic Placements (see Section V. for further recommendations for placement)

The Doctor of Audiology students are expected to adhere to the following basic guidelines during their clinic placements both on-site and off-site:

Be Punctual Arrive on time and prepared for the clinic day
Begin and end appointments promptly

¹ At times students may have personal or religious reasons for not obtaining immunizations, please notify the clinic director and/or place in Typhon if you are unable to accept these students.

Be Professional Notify clinic director and preceptor of any illnesses via contact method of preceptor's choice
Do not come to clinic placement if ill
Discuss arrangements to make up any missed clinic days
Dress appropriately for clinic setting (closed toe shoes at all times)
Do not wear clothing that can be construed as offensive or revealing
Interact with colleagues and patients in a manner appropriate for a professional setting
Wear ID badge(s)
Maintain an effective and appropriate professional relationship with preceptor(s), clinic support staff, peers, and patients

Be Dependable Prepare and conduct clinical services as assigned
Attend required meetings, classes, trainings or conferences as required
Notify clinic director and preceptor if they are unable to do so

Maintain Confidentiality

- Ensure all documentation and paperwork is completed and in assigned secure location
- Lock computer workstations if stepping away
- Use discretion when discussing cases

Practice Ethically

- Conduct clinical work in accordance to state and national certification bodies
- Introduce yourself as a graduate student clinician, working under the supervision of an audiologist
- Conduct diagnostic testing, rehabilitative care and counseling at their given skill level and notify preceptor if support needed

Practice Patient-Centered Care

- Students are trained and encouraged to provide patient-centered and individualized care
- Conduct themselves in a professional manner at all times to ensure the safety and welfare of all patients

D. Suggested Expectations of Preceptors to Discuss with Students During Clinic Placements (see Section VI. for further information regarding expectations)

We appreciate and value the time, effort, and energy you spend guiding our students. Being a preceptor can be a very rewarding way to contribute to personal, professional, and student growth as well as help to advance your field and profession. As you know, your involvement will require commitment that will affect your daily responsibilities, schedule, and impact the life and future career of your student. It requires patience, understanding, compassion and time. Your clinical experience and skills are of great value to our students; please take the time to guide, direct, and facilitate the learning process by providing:

- ✓ A model for clinical service and professionalism in your clinical setting;
- ✓ instruction in audiologic procedures, techniques, and treatment planning, whenever possible;
- ✓ a safe environment for the student to practice these skills with patients in the clinical setting;
- ✓ regular and constructive feedback about the student's clinical skill development and professionalism in order to give students every opportunity to grow and achieve their goals;
- ✓ a midterm and final evaluation using the Typhon system (appendix C)
- ✓ be on-site and available to immediately respond to the needs of the patient whenever a student is performing diagnostic testing or providing intervention services
- ✓ Notify the Clinic Director if you have concerns relating to student performance that you are unable to address with the student when providing feedback and/or during their evaluation.

At times, it may be necessary to pull a student from a placement for a variety of reasons. Rarely does this occur; however, should this be needed, the clinic director will work with you directly. One such reason may be the student's inability to successfully complete their placement. If this occurs, please know the student will be provided an opportunity to address these concerns via an Areas of Study Requiring Attention form. The purpose of this is to allow the student to remediate and address areas of concern and to monitor their progress.

E. Instruction and Evaluation

Whether or not you have previously provided preceptorship, teaching a student clinician may feel overwhelming. Here are some tips and tricks that can help you get started.

Communication

- ✓ Communicate with the clinic director prior to the placement. Ask any questions you may have or concerns that can be addressed
- ✓ Communicate with the student prior to beginning the placement when the student makes initial contact or on their first day. If time permits, you may find it helpful to understand the preferred feedback style of the student in order to provide feedback in a way that is meaningful to the student.
 - Ask for examples of previous experiences that were both positive and negative
 - Ask the student what they expect from you when you are giving feedback
- ✓ Communicate with the student about your expectations, working style and approach to precepting. The student should know what to expect from the experience working with you.
- ✓ If time permits, you can schedule a time every week to discuss cases, patient needs, student needs and provide general feedback.
- ✓ We recommend holding a pre- and post-brief of the day with the student.
 - Pre-Brief- If possible, tell them your plan for the day, answer any questions, or discuss particulars regarding the day. This time will help set expectations for their work.
 - Post-Brief- If possible, review the day, address any concerns you have, answer any questions, provide additional discussion or learning opportunities and set goals for the following session.

Preceptor Modeling

All clinics have different expectations. All clinicians do things in their own way. The student may need additional support to acclimate to your clinic setting and adjust. One of the ways this can be achieved is through modeling. Ask the student to observe you their first day or when performing a new task or procedure they have not seen before. Share with them your procedures and model the behaviors you expect them to use during their time at your site.

Relationship

It is my sincere hope you can build a professional relationship with your student, allowing both of you to experience clinical and professional growth. Having this kind of relationship can help you provide feedback in a safe environment. In a poll of students, students ranked the following as being indicators of good clinical instructors (Sloan, 2005):

- ✓ strong interest in helping student develop clinical competencies, that is, students want to know that you are on their side, rooting for them to do well and supporting them through their clinical experience with you,
- ✓ willingness to share knowledge and expertise
- ✓ ability to create a warm supportive relationship
- ✓ collaborate in problem solving
- ✓ display good listening skills and
- ✓ provide clear feedback

If any conflicts or concerns arise, please attempt to discuss these with the student directly. Conflict resolution opportunities can be modeled and help the student grow. If you are unable to speak with the student, please contact the clinic director to identify opportunities for resolution.

Remember the School has the Areas of Study Requiring Attention plan should it become necessary to implement remediation procedures.

At times, it can be hard to maintain a professional relationship with students. It can be tempting to be friends; however, it can be difficult to evaluate a student if you are friends. Once a student graduates, you can establish a friendship with the student.

Grading

For grades in clinic class, clinical experiences account for 20% of the grade, on-site (Memphis Speech and Hearing Center) 60%, professionalism 10% and class meetings/assignments 10% (years 2 and 3). During their externship, 50% of their grade is based on preceptor grading. Throughout the semester, you have opportunity to provide the student with feedback and see their progress toward their SMART goals. You may find discussing progress towards goals with students each week or making notes will help you keep track. Use whatever system works for you. We use the Typhon system for the midterm and final evaluation for the student. The clinic director typically sends an email reminder one week prior to the due date and a second reminder the week of the due date. As part of the evaluation, you will have an opportunity to rate the student in four general areas: professionalism, diagnostics, counseling and report writing. You will rate the student on a scale of 1 to 5 (shown below). Additionally, you may offer individualized feedback to identify their strengths and areas for improvement. There is also an opportunity to mark the student as Excellent, Satisfactory or Unsatisfactory and assign a letter grade. Examples of these evaluations can be found in Appendix C.

Clinical Performance Rating Scale		
The "Rating Scale" provides a quantitative measure of student performance, gives students information regarding their areas of strength and challenge, monitors improvement, and provides supporting information for the final grade. Ratings describe clinicians who have limited clinical competence and/or need extensive support, as well as clinicians who are relatively competent and independent in various clinical areas. Note: These ratings are a descriptive measure and are not based on a percentage of compliance in a section.		
Rating Scale	Student Clinician Performance	Clinical Educator Support
1	Skill Not Evident: Skill not evident or is implemented with difficulty. Student does not implement feedback to effectively change their behavior. Demonstrates incomplete understanding of clinical disorder/process. Observes & assists instructor. Difficulty focusing on client's/patient's needs.	Maximum Instruction: Direct instruction, background information, and demonstration is necessary most of time. Patient service is provided by clinical educator.
2	Emerging Skill: Student occasionally implements feedback to effectively change their behavior. Needs instruction to modify skill. Implements skill if previously discussed or modeled. Focused primarily on own needs and performance and less so on patient needs. Limited self-evaluation skills.	Constant Direction: Helps student understand relevant client/patient needs majority of time. Clarifies priorities. Some assistance and/or demonstration is needed during appointment. Provides post-appointment input to facilitate appropriate follow-up. Facilitates student self-evaluation.
3	Inconsistent Skill: Skill is in development. Implemented appropriately but inconsistently. Student does not independently	Ongoing Guidance: Oversees appointment plan. Occasional input needed during appointment to

	modify behavior during session. Post-appointment, student aware of need to modify behavior, and able to identify some solutions, but may not use optimal methods.	ensure accurate, appropriate, and optimal services. Focus on increasing student awareness of when and how to improve the skill. Instruction frequently required to facilitate understanding of patient needs.
4	Consistent with Occasional Prompts: Skill implemented appropriately most of the time. Working on refining skill (i.e., increased consistency, efficiency, or effectiveness). During appointment student is aware of need for change and modifies behavior some of the time. Initiates new suggestions some of the time.	Intermittent Prompting: Monitors student performance and plans. Gives prompts regarding patient needs and possible alternatives to consider some of the time. Seldomly intervenes during appointment.
5	Consistent & Capable: In most situations, implements skills consistently and proficiently. Student modifies behavior as needed. Demonstrates independent clinical problem solving. Generates accurate self-evaluation.	Collaborative Input: Clinical educator confirms student hypotheses and plans most of the time. Collaborates with student regarding patient needs and suggests alternative areas to consider some of the time. Promotes student independence. Does not need to intervene during an appointment.

IX. Adaptability and Critical Thinking Skills

It can be hard for a student to put themselves out there and attempt new things. Many times they are afraid of making a mistake or getting a bad grade; however, by creating an atmosphere of trust this can be overcome and allow the student to gain independence. Encourage them to try new skills in order to gain confidence in areas they may be lacking experience or competence.

One of the hardest parts of being a preceptor is teaching students how to think critically. We begin with trying to educate and demonstrate the crosscheck principle, fitting all the pieces together and utilizing evidence-based practice to support clinical decision-making. Students have a tendency to focus only on the current task and make sure they are doing that task correctly. This tendency makes it harder for them to grasp the context and implications of a clinical situation. As a preceptor, you may need to help guide the student in looking at the big picture. One of the things we implemented in the program is the use of case-based learning and the pods guy (appendix D). The Pods Guy is a pictorial representation of a case. The students think through all aspects of a case from the referral source, to tests being performed to results and recommendations for future care. This tool has helped our students become better at critical thinking. You may need to remind them to do this in your setting. You can support the development of their thinking by asking the student questions during their interactions, when appropriate, reviewing the case with them during post-briefing and asking them to reflect at the end of the day.

X. Appendices

Appendix A SOSA Form
Appendix B SMART Goal Format Sheet
Appendix C Sample Student Evaluations from Typhon
Appendix D Pods Guy
Appendix E Current Student Liability Insurance
Appendix F Typhon Instructions

A. SOSA Form

Instructions

Students are to complete this form prior to their first day at their offsite. They are then to discuss their areas of strength, the areas they wish to improve and the opportunities and goals they have for the semester. Following the meeting, the student should update the form and give a copy to their external preceptor and the clinic director.

Student Identifying Information

Student Name: _____ Semester/Year: _____
Year in Program: 1st 2nd 3rd

Previous Student Experiences

- | | | |
|--|--|---|
| <input type="checkbox"/> ENT Setting | <input type="checkbox"/> Private Practice | <input type="checkbox"/> Adult Hospital |
| <input type="checkbox"/> Headstart/Dev. Center | <input type="checkbox"/> School | <input type="checkbox"/> Children's Hospital |
| <input type="checkbox"/> Standard audiometry | <input type="checkbox"/> VRA | <input type="checkbox"/> CPA |
| <input type="checkbox"/> ABR | <input type="checkbox"/> VNG | <input type="checkbox"/> EcochG |
| <input type="checkbox"/> Intraoperative monitoring | <input type="checkbox"/> APD | <input type="checkbox"/> Cochlear Implant |
| <input type="checkbox"/> Pediatric AR | <input type="checkbox"/> Adult AR | <input type="checkbox"/> Speech-language |
| <input type="checkbox"/> Hearing aid selection | <input type="checkbox"/> Hearing aid fitting | <input type="checkbox"/> Hearing aid verification |
| <input type="checkbox"/> Other: | <input type="checkbox"/> Other: | <input type="checkbox"/> Other: |

Other Notes Regarding Experiences:

Student Clinical and Professional Analysis

Strengths	Opportunities
Semester Goals	Areas for Improvement

B. SMART Goals Format Sheet

SMART Goals

Instructions: Include commentary and timeline

Specific	Measurable	Achievable	Relevant	Time-Bound
Example: Drink at least 3 bottles of water daily.	Bring my personal water bottle to work. Drink 1 bottle by lunchtime then refill by afternoon.	Drink water at least once an hour. Check on timing at lunch and try to drink bottle by end of lunch.	Yes—I've had significantly less water lately. This goal will help keep me hydrated.	Assess after first 7 days to determine if drinking appropriate amount and update goal.

C. Sample Evaluations from Typhon

1. Years 1-3 Offsite Preceptor Evaluation Form

Preview Survey - "Off-Site Evaluation of Student's Performance"

- 1 Evaluate each category below with a clinical performance rating (see below) that best describes your perception of the clinician's level of competence and independence as exhibited at your facility.

Clinical Performance Rating Scale	
The "Rating Scale" provides a quantitative measure of student performance, gives students information regarding their areas of strength and challenge, monitors improvement, and provides supporting information for the final grade. Ratings describe clinicians who have limited clinical competence and/or need extensive support, as well as clinicians who are relatively competent and independent in various clinical areas. Note: These ratings are a descriptive measure and are not based on a percentage of compliance in a section.	
5	Demonstrates competence and independence in all aspects of clinical assignment; asks questions that reflect application and expansion of academic/clinical knowledge and experience; example: "I have noticed this problem, and this is how I'd like to handle it."
4	Demonstrates high skill levels with most aspects of clinical assignment; requires minimal supervision and support; needs limited direction and minimal repetition or further clarification in order to problem solve; asks questions that reflect application of academic knowledge and experience; example: "I have noticed this problem, and these are some possible solutions. Which one should I try first?"
3	Demonstrates acceptable skill levels with most aspects of clinical assignment; requires moderate supervision and support; needs moderate direction/instruction; may need clarification and follow-up of presented ideas; demonstrates emerging problem-solving skills; example: "I've noticed this problem. What should I do?"
2	Demonstrates acceptable performance ; requires extensive, specific direction and feedback; needs demonstration, considerable discussion, or role-play in order to learn and make changes; example: "What do I do?"
1	Demonstrates unacceptable performance ; unresponsive and/or unable to make changes given extensive feedback

- 2 Professional/Interpersonal Skills (self-evaluation, accountability, time management, interaction, interpersonal skills)

5	4.50	4	3.50	3	2.50	2	1.50	1	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 3 Areas of Clinical Competence (Professionalism/Interpersonal Skills)

Enter responses:

- 4 Plan for Clinical Growth (Professionalism/Interpersonal Skills)

Enter responses:

- 5 Clinical Diagnostic Skills (performance of test protocol, interpretation and case management)

5	4.50	4	3.50	3	2.50	2	1.50	1	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6 Areas of Clinical Competence (Clinical/Diagnostic Skills)

Enter a response

7 Plan for Clinical Growth (Clinical/Diagnostic Skills)

Enter a response

8 Counseling Skills/Case History Taking (case history taking, informational counseling, active listening, ability to answer client questions)

5	4.50	4	3.50	3	2.50	2	1.50	1	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 Areas of Clinical Competence (Counseling/Case History Taking)

Enter a response

10 Plan for Clinical Growth (Counseling/Case History Taking)

Enter a response

11 Report Writing/Charting Skills (content, form and use)

5	4.50	4	3.50	3	2.50	2	1.50	1	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12 Areas of Clinical Competence (Report Writing/Charting Skills)

Enter a response

13 Plan for Clinical Growth (Report Writing/Charting Skills)

Enter a response

14 Clinical Performance is Considered to be:

Response Required
Select Option

15 What letter grade would you give the student?

Select Option

16 General Comments Regarding Student's Performance

Enter a response

17 ELECTRONIC SIGNATURE OF THE CLINICAL SUPERVISORS

Response Required

SIGN HERE

Please Type Name

Please Type Name

Additional Comments

Additional Comments

2. Year 4 Semester 1 Evaluation

↑ Evaluate each category below with a Yes/No or N/A answer that best describes your perception of the clinician's level of professionalism and independence as exhibited at your facility, with you, staff, colleagues, and in their work.

	Yes	No	N/A
Extern is punctual to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern is punctual to meetings with preceptor(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern is punctual when working with patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern treats preceptor(s) with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern treats staff with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern treats other student(s) with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern treats patients with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern meets deadlines with paperwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern dresses professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern demonstrates a willingness to learn and accept feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Yes	No	N/A
Extern has a positive attitude.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No	N/A
Extern recognizes own professional limitations and seeks feedback for improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern follows the Code of Ethics (AAA and/or ASHA).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern follows universal precautions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern follows HIPAA guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern follows guidelines of the facility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2 General comments regarding student's professional behavior as noted above:

Show previous page (Left Arrow)

3 Evaluate each category below with a clinical performance rating (see below) that best describes your perception of the clinician's level of competence and independence as exhibited at your facility.

Clinical Performance Rating Scale

The Rating Scale provides a quantitative measure of student performance, gives students information regarding their areas of strength and challenge, monitors improvement, and provides supporting information for the final grade. Ratings describe clinicians who have limited clinical competence and/or need extensive support, as well as clinicians who are relatively competent and independent in various clinical areas. Note: The ratings are a descriptive measure and are not based on percentage of compliance in a section

(5) Demonstrates competence and independence in all aspects of clinical assignment; asks questions that reflect application and expansion of academic/clinical knowledge and experience; example: "I have noticed this problem, and this is how I'd like to handle it."

(4) Demonstrates high skill levels with most aspects of clinical assignment; requires minimal supervision and support; needs limited direction and minimal repetition or further clarification in order to problem solve; asks questions that reflect application of academic knowledge and experience; example: "I have noticed this problem, and these are some possible solutions. Which one should I try first?"

(3) Demonstrates acceptable skill levels with most aspects of clinical assignment; requires moderate supervision and support; needs moderate direction/instruction; may need clarification and follow-up of presented ideas; demonstrates emerging problem-solving skills; example: "I have noticed this problem. What should I do?"

(2) Demonstrates acceptable performance; requires extensive, specific direction and feedback; needs demonstration, considerable discussion, or role-play in order to learn and make changes; example: "What do I do?"

(1) Demonstrates unacceptable performance; unresponsive and/or unable to change given extensive feedback.

	5	4	3	2	1	N/A
Obtaining case history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing appropriate test protocol or procedure (hearing evaluation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing appropriate test protocol or procedure (electrophysiologic).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	5	4	3	2	1	N/A
Choosing appropriate test protocol or procedure (vestibular testing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing appropriate test protocol or procedure (APD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing appropriate test protocol or procedure (cochlear implants).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructing patient(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing appointment time effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modifying procedures as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreting findings (hearing evaluation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	5	4	3	2	1	N/A
Interpreting findings (electrophysiologic).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreting findings (vestibular testing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	5	4	3	2	1	N/A
Interpreting findings (APD).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreting findings (cochlear implants).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Troubleshooting hearing aids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing electroacoustic measures appropriately as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with a variety of hearing aid manufacturers and software.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting appropriate devices to meet amplification needs of patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using hearing aid verification and outcome measures as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommending and selecting appropriate listening devices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4

	5	4	3	2	1	N/A
Measuring and monitoring outcomes of the appropriateness and efficacy of intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting aural (re)habilitation sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling patient and/or patient's family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5 General comments regarding student's clinical performance as noted above:

Enter response

6 Student's strengths noted at this time include:

Enter response

7 Student's weaknesses noted at this time include:

Enter a response

8 I would hire this student again.

* Response Required

- Yes
 No

9 What letter grade would you give this student?

- A
 B
 C
 D
 F

10 ELECTRONIC SIGNATURE OF THE CLINICAL SUPERVISORS

* Response Required

SIGN HERE

Please Type Name

Please Type Name

Additional Comments:

Additional Comments

3. Year 4 Semester 2 Evaluation

[SHOW NEXT PAGE \(RIGHT ARROW\)](#)

↑ Evaluate each category below with a Yes/No or N/A answer that best describes your perception of the clinician's level of professionalism and independence as exhibited at your facility, with you, staff, colleagues, and in their work.

	Yes	No	N/A
Extern is punctual to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern treats others with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern handles conflicts professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern self-evaluates their performance appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern meets deadlines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The supervisor feels goals selected by extern are appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern demonstrates a willingness to learn and accept feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern has a positive attitude.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern shares goals with supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern follows the Code of Ethics (AAA and/or ASHA).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Yes	No	N/A
Extern follows universal precautions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No	N/A
Extern follows HIPAA guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern follows guidelines of the facility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2 General comments regarding student's professional behavior as noted above:

Other comments

3 Student has had exposure to the following:

	Yes	No	N/A
Case history taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pediatric hearing evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult hearing evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vestibular evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vestibular management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Auditory Processing evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Auditory Processing management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intraoperative monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervision of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Yes	No	N/A
Cultural diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No	N/A
Early intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pediatric hearing aids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult hearing aids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electrophysiologic evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electrophysiologic management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4 Student has had exposure to the following (not mentioned previously):

Enter a response:

- 5 Evaluate each category below with a clinical performance rating (see below) that best describes your perception of the clinician's level of competence and independence as exhibited at your facility.

Clinical Performance Rating Scale

The Rating Scale provides a quantitative measure of student performance, gives students information regarding their areas of strength and challenge, monitors improvement, and provides supporting information for the final grade. Ratings describe clinicians who have limited clinical competence and/or need extensive support, as well as clinicians who are relatively competent and independent in various clinical areas. Note: The ratings are a descriptive measure and are not based on percentage of compliance in a section.

(5) Demonstrates competence and independence in all aspects of clinical assignment; asks questions that reflect application and expansion of academic/clinical knowledge and experience; example: "I have noticed this problem, and this is how I'd like to handle it."

(4) Demonstrates high skill levels with most aspects of clinical assignment; requires minimal supervision and support; needs limited direction and minimal repetition or further clarification in order to problem solve; asks questions that reflect application of academic knowledge and experience; example: "I have noticed this problem, and these are some possible solutions. Which one should I try first?"

(3) Demonstrates acceptable skill levels with most aspects of clinical assignment; requires moderate supervision and support; needs moderate direction/instruction; may need clarification and follow-up of presented ideas; demonstrates emerging problem-solving skills; example: "I have noticed this problem. What should I do?"

(2) Demonstrates acceptable performance; requires extensive, specific direction and feedback; needs demonstration, considerable discussion, or role-play in order to learn and make changes; example: "What do I do?"

(1) Demonstrates unacceptable performance; unresponsive and/or unable to changes given extensive feedback.

	5	4	3	2	1	N/A
Obtaining case history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing appropriate test protocol or procedure and interpretation (hearing evaluation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing appropriate test protocol or procedure and interpretation (electrophysiologic).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	5	4	3	2	1	N/A
Choosing appropriate test protocol or procedure and interpretation (vestibular testing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing appropriate test protocol or procedure and interpretation (APD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing appropriate test protocol or procedure and interpretation (cochlear implants).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hearing aids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6 General comments regarding student's clinical performance as noted above:

Enter your response:

7 Other information I would like to share with the clinic director at this time:

Enter your response:

8 I would hire this student again.
* Response Required

- Yes
- No

9 What letter grade would you give this student?

- A
- B
- C
- D
- F

10 ELECTRONIC SIGNATURE OF THE CLINICAL SUPERVISORS

* Response Required

SIGN HERE

Please Type Name

Please Type Name:

Additional Comments:

Additional Comments:

4. Year 4 Semester 3 (Final) Evaluation

1 Evaluate each category below with a Yes/No or N/A answer that best describes your perception of the clinician's level of professionalism and independence as exhibited at your facility, with you, staff, colleagues, and in their work.

	Yes	No	N/A
Extern has remained punctual throughout the externship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern has worked independently when appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern was prepared for client appointments and associated meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern has always treated others with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern practiced a non-biased standard of care, showing unconditional positive regard for each individual, regardless of race, ethnicity, gender, sexual orientation, religious affiliation, socio-economic status and mental/physical ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern provided me with multiple ways to contact him/her and responded in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern utilized evidence-based practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern used appropriate anecdotal information to demonstrate/explain theories and/or practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern maintained an interest in current clinical research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No	N/A
Extern demonstrated a willingness to learn and accept feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern achieved goals for the semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern handled conflicts professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern followed the Code of Ethics (AAA and/or ASHA).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern followed universal precautions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern followed HIPAA guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern followed guidelines of the facility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extern was enjoyable to work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2 General comments regarding student's professional behavior as noted above:

Enter a response

- 3 Evaluate each category below with a clinical performance rating (see below) that best describes your perception of the clinician's level of competence and independence as exhibited at your facility.

Clinical Performance Rating Scale

The Rating Scale provides a quantitative measure of student performance, gives students information regarding their areas of strength and challenge, monitors improvement, and provides supporting information for the final grade. Ratings describe clinicians who have limited clinical competence and/or need extensive support, as well as clinicians who are relatively competent and independent in various clinical areas. Note: The ratings are a descriptive measure and are not based on percentage of compliance in a section.

(5) Demonstrates competence and independence in all aspects of clinical assignment; asks questions that reflect application and expansion of academic/clinical knowledge and experience; example: "I have noticed this problem, and this is how I'd like to handle it."

(4) Demonstrates high skill levels with most aspects of clinical assignment; requires minimal supervision and support; needs limited direction and minimal repetition or further clarification in order to problem solve; asks questions that reflect application of academic knowledge and experience; example: "I have noticed this problem, and these are some possible solutions. Which one should I try first?"

(3) Demonstrates acceptable skill levels with most aspects of clinical assignment; requires moderate supervision and support; needs moderate direction/instruction; may need clarification and follow-up of presented ideas; demonstrates emerging problem-solving skills; example: "I have noticed this problem. What should I do?"

(2) Demonstrates acceptable performance; requires extensive, specific direction and feedback; needs demonstration, considerable discussion, or role-play in order to learn and make changes; example: "What do I do?"

(1) Demonstrates unacceptable performance; unresponsive and/or unable to changes given extensive feedback.

	5	4	3	2	1	N/A
Obtaining case history.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing appropriate test protocol or procedure (hearing evaluation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing appropriate test protocol or procedure (electrophysiologic).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	5	4	3	2	1	N/A
Choosing appropriate test protocol or procedure (vestibular testing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing appropriate test protocol or procedure (APD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing appropriate test protocol or procedure (cochlear implants).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructing patient(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing appointment time effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modifying procedures as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreting findings (hearing evaluation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5	4	3	2	1	N/A
Interpreting findings (electrophysiologic).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreting findings (vestibular testing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	5	4	3	2	1	N/A
Interpreting findings (APD).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreting findings (cochlear implants).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Troubleshooting hearing aids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing electroacoustic measures appropriately as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with a variety of hearing aid manufacturers and software.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting appropriate devices to meet amplification needs of patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using hearing aid verification and outcome measures as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommending and selecting appropriate listening devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	5	4	3	2	1	N/A
Determining whether instrumentation is in calibration according to accepted standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating knowledge of when to mask, why masking necessary, and uses appropriate technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measuring and monitoring outcomes of the appropriateness and efficacy of intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of styles technologies, features, and potential benefits/limitations of HA's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting aural (re)habilitation sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling patient and/or patient's family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining records in a manner consistent with legal and professional standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5 General comments regarding student's clinical performance as noted above:

Enter a response

6 Student's strengths noted at this time include:

Enter a response

7 Student's weaknesses noted at this time include:

Enter a response

8 What letter grade would you give this student for the semester?

- A
- B
- C
- D
- F

9 What letter grade would you give this student for the externship?

- A
- B
- C
- D
- F

10 ELECTRONIC SIGNATURE OF THE CLINICAL SUPERVISORS:

Response Required

SIGN HERE

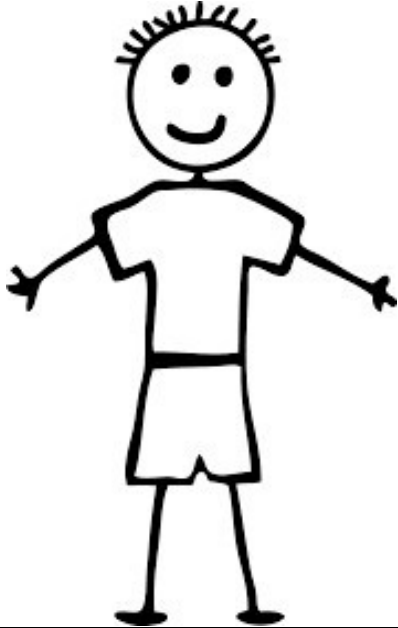
Please Type Name

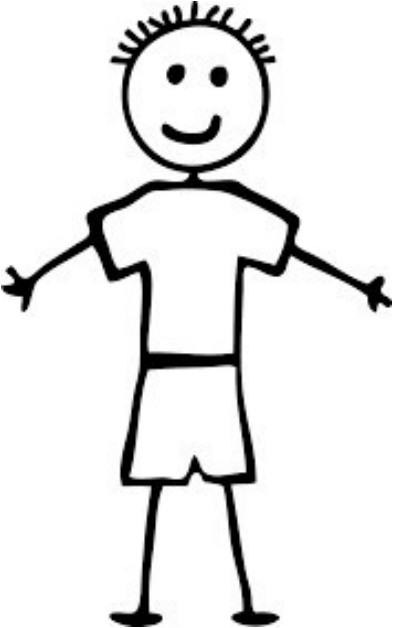
Please Type Name

Additional Comments:

Additional Comments

D. Pods Guy

Problems	THE PODS GUY Pre-appt 	History
EBP		EBP
Questions	Solutions	Possible Problems/ Handouts
EBP	EBP	EBP

<p>Problems Found</p>	<p>THE PODS GUY Post-appt</p> 	<p>History</p>
<p>EBP</p>		<p>EBP</p>
<p>New Questions</p>	<p>Tests Conducted</p>	<p>Case Management</p>
<p>EBP</p>	<p>EBP</p>	<p>EBP</p>
<p>Learning Opportunities / Things Done Well</p>		

E. Current Student Liability Insurance



HEALTHCARE PROVIDERS SERVICE
ORGANIZATION PURCHASING GROUP
Certificate of Insurance
OCCURRENCE PROFESSIONAL LIABILITY POLICY FORM



Print Date: 7/26/2022

The application for the Policy and any and all supplementary information, materials, and statements submitted therewith shall be maintained on file by us or our Program Administrator and will be deemed attached to and incorporated into the Policy as if physically attached.

PRODUCER 018098	BRANCH 970	PREFIX HPG	POLICY NUMBER 0619612816	POLICY PERIOD From: 08/01/22 to 08/01/23 at 12:01 AM Standard Time
Named Insured and Address: University of Memphis- CSD / MSHC 4055 N Park Loop Memphis, TN 38152-4220				Program Administered by: Nurses Service Organization 1100 Virginia Drive, Suite 250 Fort Washington, PA 19034 1-800-986-4627 www.nso.com
Medical Specialty: School Blanket - Healthcare Provider Students			Code: 80998	Insurance Provided by: American Casualty Company of Reading, Pennsylvania 151 N. Franklin Street Chicago, IL 60606

Professional Liability **\$ 1,000,000** **each claim** **\$ 5,000,000** **aggregate**

Your professional liability limits shown above include the following:

- * Personal Injury Liability

Coverage Extensions

Grievance Proceedings	\$ 1,000	per proceeding	\$ 10,000	aggregate
Defendant Expense Benefit			\$ 10,000	aggregate
Deposition Representation	\$ 1,000	per deposition	\$ 5,000	aggregate
Assault	\$ 1,000	per incident	\$ 25,000	aggregate
Medical Payments	\$ 2,000	per person	\$ 100,000	aggregate
First Aid	\$ 500	per incident	\$ 25,000	aggregate
Damage to Property of Others	\$ 250	per incident	\$ 10,000	aggregate

General Liability

General Liability	\$1,000,000	each claim /	\$3,000,000	aggregate
Fire & Water Legal Liability		Included in the GL limit shown above subject to	\$250,000	aggregate sublimit

Total \$ 1,565.00

Base Premium \$1,565.00

Policy Forms and Endorsements (Please see attached list of policy forms and endorsements)

Chairman of the Board

Secretary

Keep this Certificate of Insurance in a safe place. It and proof of payment are your proof of coverage. There is no coverage in force unless the premium is paid in full. To activate your coverage, please remit premium in full by the effective date of this Certificate of Insurance.

Coverage Change Date:
CNA93692 (11-2018)

Endorsement Date:

Master Policy: 188711433

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F. Typhon Instructors for Preceptors

Approval Process:

Faculty/Preceptors:

- Log into the website with the link provided by the Typhon Group and enter the assigned passcode
- Three choices are available on the first screen:

The screenshot shows the website interface for the University of Memphis - Audiology. The header includes the university name, account number (Acct #9060), and the user's name (TAYLOR, Jennifer P. is logged in.) with a Log Out button and a Change Password link. Below the header, there is a section for "EVALUATIONS & SURVEYS" with a link to "My Evaluations" and a description: "Take evaluations and view a history of evaluations you completed." Below this is the "STUDENT REPORTS" section, which includes links to "Case Log Details", "Case Log Highlights", "Time Logs", and "Student Information". Each link has a brief description of its function. Below the student reports is the "ACCOUNT INFORMATION" section with a link to "My Profile" and a description: "Edit certain personal information that is stored in the system for you." Red arrows point from text on the right side of the page to these specific links and descriptions.

Complete evaluations here

Approve hours here or here AND here

Look at information regarding your students

Update your own information here

- Case log details option will list all of the cases that students designated you as the faculty/preceptor
- Case log highlights list will limit the selection based on the dates you choose
- Time logs will be where you can see the shift time for the student
- If cases are reviewed and approved regularly, the list of pending records will be shorter and more manageable.
- All students can be selected or a single student as well as the date range for cases listed.
- Information about the case is listed to include the date the record was created and last edited
- Cases with an infinity sign are linked.
- Cases with a note pad next to number have a clinic note from the student
- The status can be:
 - Pending –means it is ready for faculty/preceptor review
 - Not Approved –means that it has been reviewed and there are items for the student to review and amend
 - Approved – means it has been reviewed and approved.
- The note pad next to the status of a record indicates that a note has been left by the faculty/preceptor for the student

Search

57* Memphis, TN CNN Avery Templates

Search Share More Jennifer Taylor

Date Range: From To

Search Clear

Date	Case ID #	Case Created (CT)	Last Edited (CT)	Semester/Course	Clinical Site	Faculty
12/3/2013	1168-20131203-001	12/3/2013 6:56:42 PM	12/3/2013 6:01:28 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center	TAYLOR, Jer
12/3/2013	1180-20131203-001	12/3/2013 11:03:58 AM	12/5/2013 11:08:00 AM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center	TAYLOR, Jer
11/24/2013	1185-20131124-001	11/24/2013 6:41:02 PM	11/24/2013 6:49:08 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center-East	TAYLOR, Jer
11/22/2013	1165-20131122-001	11/24/2013 8:35:44 AM	11/24/2013 8:36:25 AM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center-East	TAYLOR, Jer
11/22/2013	1175-20131122-002	11/23/2013 6:24:10 PM	11/23/2013 6:27:19 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center-East	TAYLOR, Jer
11/22/2013	1175-20131122-003	11/23/2013 6:28:13 PM	11/23/2013 6:41:58 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center-East	TAYLOR, Jer
11/21/2013	1163-20131121-002	12/4/2013 12:11:44 PM	12/4/2013 12:12:08 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center-East	TAYLOR, Jer
11/21/2013	1171-20131121-001	12/3/2013 11:14:41 AM	12/3/2013 11:18:37 AM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center-East	TAYLOR, Jer
11/19/2013	1180-20131119-001	11/19/2013 4:11:40 PM	11/19/2013 4:14:07 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center	TAYLOR, Jer
11/15/2013	1164-20131115-001	12/4/2013 11:24:54 PM	12/4/2013 11:26:28 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center-East	TAYLOR, Jer
11/15/2013	1165-20131115-001	11/18/2013 11:30:58 PM	11/18/2013 11:31:52 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center-East	TAYLOR, Jer
11/12/2013	1168-20131112-001	11/15/2013 4:53:31 PM	11/15/2013 4:56:18 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center	TAYLOR, Jer
11/12/2013	1168-20131112-002	11/15/2013 4:56:29 PM	11/15/2013 5:00:35 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center	TAYLOR, Jer
11/12/2013	1180-20131112-001	11/17/2013 4:35:01 PM	11/17/2013 4:40:15 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center	TAYLOR, Jer
11/12/2013	1180-20131112-002	11/17/2013 4:40:22 PM	11/19/2013 1:19:19 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center	TAYLOR, Jer
11/8/2013	1164-20131108-001	12/4/2013 11:23:27 PM	12/4/2013 11:24:45 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center-East	TAYLOR, Jer
11/8/2013	1165-20131108-001	11/18/2013 11:30:08 PM	11/18/2013 11:30:52 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center-East	TAYLOR, Jer
11/8/2013	1184-20131108-001	11/8/2013 12:06:37 PM	11/8/2013 12:06:34 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center-East	TAYLOR, Jer
11/7/2013	1163-20131107-003	12/4/2013 12:10:30 PM	12/4/2013 12:11:13 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center-East	TAYLOR, Jer
11/1/2013	1164-20131101-001	12/4/2013 11:19:30 PM	12/4/2013 11:23:18 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center-East	TAYLOR, Jer
11/1/2013	1165-20131101-001	11/3/2013 4:19:40 PM	11/3/2013 11:29:40 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center-East	TAYLOR, Jer
10/31/2013	1163-20131031-003	12/4/2013 12:09:17 PM	12/4/2013 12:10:19 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center-East	TAYLOR, Jer
10/31/2013	1171-20131031-002	11/12/2013 1:15:28 PM	11/21/2013 8:17:47 AM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center-East	TAYLOR, Jer
10/29/2013	1168-20131029-001	10/29/2013 3:37:45 PM	10/30/2013 12:36:27 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center	TAYLOR, Jer
10/29/2013	1180-20131029-001	10/31/2013 3:16:15 PM	10/31/2013 3:28:03 PM	Fall AUSP 8104 Clinical Practicum in Audiology	Memphis Speech and Hearing Center	TAYLOR, Jer

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- To review a record, click on the Case ID# and the record will open.
- Review the items entered with close attention to the following:
 - Appropriate site
 - All demographics are included particularly Gender and Race – information is not requested if the session is a group.
 - Time with patient
 - Consult with Faculty/Preceptor is blank – time spent discussing cases either in pre-or post-briefing
 - Correct ICD code(s)
 - Correct CPT code(s)

Typhon GROUP AHST Student Tracking System - Preceptor/EASI CASE LOG DETAILS

University of Memphis - Audiology (Acct #9060) TAYLOR, Jennifer P. is logged in. [Log Out](#)

Case ID #: 1221-20200429-001 Date of Service: 4/29/2020

Current Status: Approved [Edit/Comment](#) [Export](#) [Export](#)

Student Information - Boudreaux, Alex
 Semester: Spring
 Course: A USP 8125 Externship in Audiology
 Faculty/Preceptor: TAYLOR, Jennifer P.
 Clinical Site: Clinical Case Studies/Simulated Cases

Patient Demographics
 Age: 17 years
 Gender: Female
 Race: White, Non Hispanic
 Insurance: Other

Clinical Information
 Time with Patient: 600 minutes
 Consult with Faculty/Preceptor:
 Student Participation: Complex skills used
 Patient Education:

ICD-10 Diagnosis Codes
 #1 - H93.25 - CENTRAL AUDITORY PROCESSING DISORDER

CPT Billing Codes

Other Questions About This Case

Setting Type: Home Site
 Age Group: Adult (starting at 17 years)
 Severity of Communication Disorder: (4) Moderate
 Primary Language: English

Hearing Diagnostic Screen:
 Hearing Diagnostic Eval:
 Hearing Diagnostic CI:
 Hearing Management HAE:
 Hearing Management HAF:
 Hearing Management Therapy:
 Hearing Management Earmolds:
 Hearing Management CI:
 Hearing Management HAM:
 Bio/Electroacoustic Calibration:
 Clinical Simulations: 600 minutes
 ENG/VNG:
 ABR/ECOG:
 Intraoperative Monitoring:
 APD:
 Cerumen Management:
 Counseling:
 Prevention:
 Speech Language Evaluation/Screening:
 Speech Language Treatment:
 Telehealth:

Clinical Notes

- Setting Type – a list is at the end of this document; ASSET and PLP are “Home Site” and Head Start is “Preschool”
- Age Group
- Hours break down by category and should add up to the total Time with Patient
- To comment on the case or edit the status of the case record, click on the link at the top left corner of the screen.
- Change the case status and enter comments.

Facility #: 9061
 Case ID #: 1173-20101020-001
[Edit Case Status/Comments](#)



- If information is missing, mark “not approved” and enter a note telling the student what needs to be changed.
- If entries are reviewed carefully at the beginning of the semester, the approval process will go very quickly after a couple of weeks.
- It is best to review/approve entries at least once a week.
- You can also quickly approve hours via the Case Log Highlights a month at a time

[Go to Main Menu](#)

CASE LOG HIGHLIGHTS

Generates a table of a student's case logs where you were the faculty/preceptor marked, including basic information from each encounter, for any day, week, or month you choose. Click on the Case ID for full details of the encounter. This report prints best in Landscape orientation or exported to PDF. The administrator can adjust which fields display in this report. "Approval Status" column will show as "Pending" unless "Approved" or "Not Approved" by faculty. You can click on the icons to change the status, or click on the notepad to access all case status functions/comments.

[THE NEW APPROVAL FUNCTIONS](#)

Student: --Select One-- REQUIRED
Date of Case Logs: TODAY
 Show entire WEEK of logs that includes this date (Sunday - Saturday)
 Show entire MONTH of logs that includes this date (first to last day of month)
 Only show DAILY TOTALS

CASE LOG HIGHLIGHTS FOR: No Student Selected

Report generated 6/2/2020 2:51:04 PM CT

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