

Off-Campus Audiology Clerkship Syllabus CSD 893 – Fall 2019 Session

Instructors:

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The School of Communication Sciences and Disorders is pleased to work with the staff within a variety of medical, private practice, and educational sites for off-campus clinical clerkships. Students are expected to fulfill their clerkship responsibilities in a way that will enhance this working relationship.

A faculty member from the School of Communication Sciences and Disorders will provide liaison supervision from UWSP. An on-site visit may occur during the summer, especially if a visit to this site has not recently taken place, and depending on the distance from UWSP to the site. The assigned university liaison is available throughout the semester for the student and the off-campus preceptor(s), and will be contacting the student and preceptor several times during the semester. UWSP liaisons are also available to discuss concerns or issues relevant to students. Please feel free to contact your assigned university liaison at any time.

As the semester continues, students may expect the following from their assigned university liaison:

1. The university liaison will send an initial email to the off-campus preceptors during the first week of the semester to introduce him or herself, and to check if the off-campus preceptors have any questions as the student begins his or her clerkship.
2. The university liaison will contact or meet with each assigned off-campus student during the first 1-2 weeks of the semester, to discuss any questions that the student may have.
3. The university liaison will make periodic telephone or email contacts with the off-campus preceptors and students to monitor the student's progress and status. This will typically occur around midterm and the end of the semester, or more often as needed.
4. The university liaison may make a site visit during the clerkship, depending on the need/interest of the off-campus preceptor and the student, and depending on the distance of the site from UWSP. During this visit, the university liaison may observe the student for approximately 30-60 minutes if allowed by the site, and confer with the preceptor(s) and/or student as needed.
5. The university liaison will arrange to talk or meet with each of their assigned students after their students have received their final evaluation at the end of each semester from the off-campus preceptors, to discuss the student's performance.
6. The university liaison will be responsible for ensuring that all necessary information has been obtained from the student and the off-campus preceptor at the end of each semester. The liaison is also responsible for entering the grades of their assigned students.

GOALS AND OBJECTIVES FOR OFF-CAMPUS AUDIOLOGY CLERKSHIPS:

This course provides students with the opportunity to progress towards **the development of skills and knowledge as specified by ASHA** for acquiring clinical competence in audiology. The skills and knowledge are acquired across a continuum, with increasing levels of independence, consistency, and problem solving expected to occur over time. Students must take responsibility for documenting experiences that provide evidence of skills. Each student's progress toward meeting the applicable skills will be evaluated with the preceptor during the semester. If skills are not demonstrated at the expected level, an improvement plan will be developed to facilitate progress (*see more information under Evaluation: Improvement Plans below*).

Off-campus clerkships require a minimum of 24 full days per semester or summer session (or half-days that are equivalent to 24 full days), with a full day typically defined as the student spending at least 7-8 hours at the site. The clinic schedule does not have to be full during the entire day, but the student should spend any non-patient care time engaged in clinically related activities. Students are encouraged to obtain 28 or more full clinic days if possible. There is not a requirement for clock hours earned in the off-campus clerkship, but students typically earn between 90-160 clock hours per semester or summer session. In educational settings, clock hours are sometimes lower in the 60-90 range.

Objectives for Off-Campus Clinical Clerkship

The specific knowledge and skill objectives that are covered at any individual site will depend on the patient population and the scope and nature of clinical practice at that site (i.e., medical, educational/schools, private practice). During CSD 893 in the third year and CSD 894 in the fourth year, students will build on the foundation from CSD 891 and 892, and will continue to develop knowledge and skills across a broad population and scope of audiology practice. Across all three semesters of CSD 893, students will be assigned to different types of sites to ensure exposure to and development of a broad range of clinical skills.

The specific skills that students develop at each site will be documented in the evaluation form in Calipso. The expected performance levels for each clinical skill for third-year students are available in the Calipso evaluation/grading form, by clicking the “Click to see rating scale” message within the evaluation form. General guidelines for grading and evaluation are given later in this syllabus.

In addition to specific clinical skills, students are expected to communicate effectively in oral and written forms; interact appropriately with patients, preceptors, and any other personnel; and adhere to the ASHA Code of Ethics and behave professionally. These professional skills are also evaluated and documented in Calipso.

DPI Standards (For Educational Audiology Placements)

In order to receive a license as a school audiologist in Wisconsin, students must have the following (PI 34.34(12)):

- An educational psychology course, including principles and theories of learning
- Methods and procedures in school audiology programs including the relationship with, and content of school pupil service programs. This requirement may be met by prior experience up on the recommendation of the accredited institution.
- Alternative communication systems including signed language systems, their implications for the social, emotional, and educational development of children, and methods for effective communication with children who use them.
- At least 50 hours of a supervised practicum providing audiology services in a school setting, or equivalent experience while employed as a school audiologist by a public or private school or school district.” Students must also have knowledge of the following Wisconsin Teacher Standards.
 - Content: The teacher understands the central concepts, tool of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
 - Methods: The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
 - Diversity: The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
 - Instruction: The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
 - Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
 - Communications: The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
 - Curriculum: The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
 - Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
 - Reflection: The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
 - Professionalism: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

SUPERVISION (PRECEPTING) REQUIREMENTS:

According to ASHA standards for audiology:

- Supervision (precepting) must be sufficient to ensure the welfare of the patient and the student in accordance with the ASHA Code of Ethics.
- Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence.
- The amount of supervision must also be appropriate to the student’s level of training, education, experience, and competence.
- Supervisors must hold a current Certificate of Clinical Competence in the appropriate area of practice in order for the student’s hours to count toward the CCC-A.
- The supervised activities must be within the scope of practice of audiology to count toward certification.

ACCOMMODATIONS:

- Reasonable accommodations are available for students who have a documented disability. Students must notify their preceptor, the assigned UWSP liaison, and the Director of Off-Campus Audiology Clinical Education during the first week of classes of any needs based on a disability that may require a reasonable modification in order to participate fully in this course. All accommodations must be approved through the Disability and Assistive Technology Center at UWSP.
- The UWSP faculty and preceptors will accommodate religious beliefs according to UWS 22.03 if they are notified within the first week of the semester regarding specific dates for which accommodations are needed.

PROFESSIONAL MANNER, CONDUCT, ACCOUNTABILITY, AND DRESS CODE:

Credibility as a professional is influenced by appearance and conduct; note that performance evaluation will take into account the following responsibilities. A pattern of unprofessional conduct in any of the following will result in grade reductions:

- Adhere to facility policy & procedure and ASHA code of ethics.
- Demonstrate awareness of safety issues/infection control in facility.
- Professional appearance and conduct is required at all times. Refer to your off-campus site and UWSP's dress code policies.

CONFIDENTIALITY:

Protected Health Information (PHI) and other clinic/facility information must be kept confidential. Students must follow their off-campus site's requirements regarding patient confidentiality and HIPAA procedures.

INFECTION CONTROL AND UNIVERSAL PRECAUTIONS:

Students are responsible for following their off-campus site's procedures regarding infection control and universal precautions. Training on communicable diseases, policies, and procedures has been provided to all staff and students prior to their participation in practicum.

EVALUATION:

Evaluations will be provided for the student at midterm and at the end of each semester. Please refer to the evaluation form in Calipso which will be used for these evaluations.

General Description of Grading: Below are general descriptions of the type of effort and performance that correspond to each letter grade.

Letter	UWSP %ages	Description
A	95.51-100	The clinician is consistently exhibiting extra effort and outstanding clinical skills for his/her level of training.
A-	91-95.5	The clinician is exhibiting clinical skills and effort that meet expectations for his/her level of training in some areas, and exceed expectations in other areas.
B+	88-90.99	The clinician is exhibiting clinical skills and effort that, overall, meet expectations for his/her level of training.
B	84-87.99	The clinician is exhibiting clinical skills and effort that meet expectations for his/her level of training in many areas, but has a/some limited area(s) of below-standard performance that require improvement. An Improvement Plan may be considered.
B- & below	83.99 & below	These are failing grades representing clinical skills and/or effort that are below expectations for the clinician's level of training. An Improvement Plan will be implemented.

Improvement Plans: If skills and/or professionalism are not demonstrated at the expected level, an improvement plan will be developed to facilitate progress. An improvement plan may NOT be necessary if a student performs slightly below expectations in a few specific areas, AND if the student is appropriately responding to preceptor input and demonstrating sufficient improvements in those areas. On the other hand, an improvement plan IS necessary if a student consistently performs below expectations, and is not demonstrating sufficient improvement in response to feedback.

The preceptor should contact the university liaison if he or she believes an improvement plan may be necessary.

The following is important general and clock hour information:

1. Preceptors will inform students of the site's policies and procedures regarding client/patient files, and students are responsible for following these procedures.
2. The **off-campus preceptors will instruct students** regarding the tasks that students can do with clients. As the semester goes on, students will typically assume more responsibility for planning and direct involvement in appointments. However, the amount of student involvement is at the discretion of each individual preceptor.
3. **The on-site preceptors will provide students with feedback at midterm, and assign a grade at the end of each semester using the evaluation form in Calipso.** Students will receive feedback throughout the semester regarding their performance, including verbal and/or written feedback and one final grade. The final grade recommendation from the on-site preceptor is due to the assigned liaison by the end of each semester.
4. Students are responsible for logging all of their clinical hours every day and submitting them to their preceptor in Calipso. Check with your preceptor about how often you should submit your hours. Your preceptor will

approve your hours in Calipso. **All clock hours must be submitted and approved by the deadline provided each semester. See the last page of the syllabus for the deadline.**

5. **Be sure to count all of your clinical clock hours;** give yourself credit for all of the work you're doing and experience you're gaining! **Even if you have exceeded or will exceed the ASHA-required 1820 hours, you must document all of your hours in case you ever need additional documentation** for state licensure, ABA Board Certification, or for any other credential or employment. ASHA states, on their website that lists the CCC-A requirements, that the following activities all can be counted as clinical hours: "Acceptable clinical practicum experience includes clinical and administrative activities directly related to patient care. Clinical practicum is defined as direct patient/client contact, consultation, record keeping, and administrative duties relevant to audiology service delivery. Time spent in clinical practicum experiences should occur throughout the graduate program." **Therefore, be sure to count time spent:** writing reports, making entries in the electronic medical record, dictating, reviewing/discussing a case with your preceptor, preparing and planning for a patient's care (e.g., reviewing the patient's history, pre-setting a patient's hearing aids, preparing materials or preparing a test ahead of time for a patient, reviewing and evaluating evidence that is directly related to a patient's care, etc.), and following up or coordinating a patient's care (e.g., making a phone call to the patient or to another professional about the patient's care, etc.). If you have any questions about whether you should count a certain activity, be sure to ask your UWSP liaison.
6. **Please ask the on-site preceptor if he/she would like you to have her/his home or cell phone number, in case you get sick and need to contact your preceptor at home. Note:** If you become ill and are unable to go to the site, you need to contact the on-site preceptor the NIGHT BEFORE. If your illness comes on suddenly, contact the site and/or your preceptor **within a timeframe and using a means of communication that you have both agreed on ahead of time.**
7. **Communicate with your preceptor about his/her expectations for you during inclement weather. You are expected to make a reasonable effort to report to your site whenever possible, but you are NOT expected to jeopardize your health or safety.**

Paperwork Due Dates for Fall 2019

Midterm (Due October 25, 2019)

From Preceptor

- a. Improvement Plan (**Only if applicable**): Midterm completion of the Improvement Plan for Academic and Clinical Knowledge and Skills, if the student is not meeting expectations. See additional explanation in the syllabus.
- b. Midterm Evaluations (**Optional**): If there are concerns regarding the student's performance, OR if there have not been sufficient opportunities to communicate feedback verbally, a midterm evaluation should be completed in Calipso to communicate concerns or feedback to the student so that he or she can improve in a timely manner.

End of Semester (Due no later than December 13, 2019, unless otherwise arranged)

From Preceptor

- a. Improvement Plan (**Only if applicable**; see additional information in the syllabus): Documentation of whether the student met the plan or if they need to continue to address concerns on the Improvement Plan for Academic and Clinical Knowledge and Skills.
- b. Student Performance Evaluation in Calipso; make sure that you meet with the student to review the form on or shortly before the student's last day in clinic
- c. Site Information Form in Calipso (if one has previously been completed in Calipso, then supervisor only needs to review it to ensure information is still current).
- d. ASHA certification and state license information must be updated in Calipso (needed each calendar year). If possible, upload electronic copies of ASHA card and state license.
- e. All of student's submitted clock hours must be approved in Calipso.
- f. Supervisor's Exit Questionnaire for Off-Campus Supervisors (optional).

From Student

- a. All clock hours must be submitted to supervisor in Calipso.
- b. Supervisor feedback form in Calipso
- c. Student evaluation of off-campus site in Calipso

Unless otherwise instructed, all information is submitted in Calipso. If there are any questions or problems submitting the information, please contact the assigned university liaison.