Clinical Practicum Handbook
Master of Sciences in Speech, Language, and Hearing Sciences (MSSLHS)
Doctor of Audiology (Au.D.)

Academic year: 2020-2021
INTRODUCTION

Welcome to the Speech, Language, and Hearing Sciences program at the University of Texas at Austin.

The Audiology and Speech-Language Pathology programs are unique from other university curricula in that they provide hands-on clinical experience gained through direct client interaction designed to support didactic coursework and aid students in acquiring principles and techniques of working with individuals who have communication or hearing disorders.

The clinical faculty is responsible to both the client and the student. The clinical faculty member is a licensed professional in speech-language pathology and/or audiology who has gained knowledge and experience within the profession and has earned the Certificate of Clinical Competence from the American Speech-Language-Hearing Association. The clinical faculty member uses their knowledge and experience in guiding students in becoming effective clinicians.

The student clinician will be an active, rather than passive, learner. The beginning clinician will need direction and detailed guidance in their early encounters with clients; this is to be expected. However, as the clinician gains more experience and knowledge, they will be able to function more independently as a clinician.

To participate in clinical practicum, all students must complete the prerequisite qualtrics survey indicating they have received and read the handbook. And, during the 2020-2021 academic year and pending further updates all students must include in their review and reading, the addendum specific to COVID-19 safety precautions.
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Departmental Policies for Clinical Practicum

SUPERVISOR QUALIFICATIONS
Those who supervise the clinical practicum of students in Speech-Language Pathology or Audiology, whether in the Speech and Hearing Center or in an off-campus site, must hold a current Certificate of Clinical Competence (CCC) and state license in the area(s) in which they are supervising. They must also have also completed at least 2 hours of professional development in the area of clinical instruction/supervision.

Persons holding current certification in Speech-Language Pathology (CCC-SLP) may supervise:
- Speech-language pathology evaluation and treatment services
- Non-diagnostic Audiology screening for the purpose of performing speech and/or language evaluation, or for the purpose of initial identification of individuals with other communicative disorders
- Aural habilitative and rehabilitative services.

Persons holding current certification in Audiology (CCC-A) may supervise:
- Audiological and vestibular evaluation and treatment services
- Amplification systems assessment, evaluation and dispensing (including hearing aids, cochlear implants and assistive listening devices)
- Speech and/or language screening for the purpose of initial identification of individuals with other communicative disorders
- Aural habilitative and rehabilitative services.

Variation in Supervisory Models
Despite the consensus of agreement regarding the clinical skills required for professional competency, students are often surprised to find that clinical faculty may have different expectations regarding report writing, lesson plans, test interpretation, and so forth. Our training philosophy is that some variation among clinical faculty is extremely valuable. Variation exists among professionals in work environments and the Department must prepare students to expect, adapt to, and benefit from that variation.

Students are expected to take the best aspects of each supervisory model and develop their own composite view of professional excellence. Training sessions, staffings and supervisory conferences are the forum where students’ and clinical faculty expectations can be discussed and clarified for the benefit of clients and the professional growth of students.

REQUIREMENTS FOR ENROLLMENT IN CLINICAL PRACTICUM
a. All students must purchase and keep current professional liability insurance with minimum coverage of $1,000,000 per incident/occurrence and $3,000,000 annual aggregate. Failure to do so will result in loss of clinical hours. All students participating in clinical practicum must pay a premium for each year in which they
are enrolled in clinical practicum. Fees can be paid by check or cash to the graduate coordinator prior to participation in clinical practicums.

b. The Department of Speech, Language, and Hearing Sciences requires that graduate students wishing to participate in clinical practicum maintain a GPA of 3.0 and maintain adequate progress in the program in order to continue participating in clinic.

c. Students must pass a background check prior to contact with clients. They will be instructed on how to do this prior to enrolling in clinical practicum.

d. Students must also complete the following trainings prior to contact with clients: Child Protection Training, CPR, HIPAA/Privacy, Universal Precautions.

e. Students must have signed the Clinical Practicum Handbook acknowledgment and agreement form prior to evaluation or treatment of clients.

EQUITABLE TREATMENT
The Department of Speech, Language, and Hearing Sciences is committed to the promotion and affirmation of diversity in its broadest sense. It is our commitment to provide services to all people with the highest degree of respect. Therefore, all students, staff members and clinical faculty are expected to respect the dignity and worth of individuals regardless of their gender expression and identity, ethnicity, race, sexual/affectional orientation, age, physical and mental abilities, religious beliefs, and socioeconomic status.

CLINICAL COMPETENCIES AND SKILL LEVELS
The Department is responsible for recommending for certification those students who have achieved clinical competency in Communication Disorders. Knowledge and Skills competencies will be completed by each SLP and AuD student, and the required knowledge and skills to be attained by each student prior to recommendation for certification must be documented. The KASA Competencies in Speech-Language Pathology and Audiology represent the minimal clinical competencies required in diagnostics and treatment required for recommendation for certification. Documentation of student progress toward attaining KASA competencies will be kept in the student’s UT Box folder.

CLIENT RESPONSIBILITY
- Our goal as a training program is to teach students to be independent in providing the full range of professional services within the student’s major area using best practices.
- The legal responsibility for the client rests with the clinical faculty member; however, the expectation is that ultimately the student will function independent of the clinical faculty member.
- The clinical faculty member is always available for consultation, but the student clinician is expected to take initiative in identifying both the client's needs and
the clinician’s needs and in discussing these needs with the clinical faculty member.

LICENSURE REQUIREMENTS
For the state of Texas the Texas Department of Licensing and Regulation serves as the governing body for state licensure:

Texas Department of Licensing and Regulation Speech-Language Pathologists and Audiologists
PO Box 12157
Austin, TX 78711
(800) 803-9202 [in state only]
(512) 463-6599
Fax: (512) 463-9468
Relay Texas-TDD: (800) 735-2989

Licensed Speech-Language Pathologist or Audiologist:
Individual who has met the requirements, and has received licensure. In the state of Texas, persons must be licensed before they are authorized to practice speech-language pathology and Audiology. The current requirements are available on the web at https://www.tdlr.texas.gov/slpa/slpa.htm

Licensed Assistant in Speech-Language Pathology or Audiology:
An assistant is an individual who provides speech-language or Audiology support services to clinical programs under supervision of a licensed speech-language pathologist or Audiologist. Rules for obtaining a license as an assistant went into effect in the Fall of 1995 and were amended in 1997. The current requirements are available on the web at https://www.tdlr.texas.gov/slpa/slpa.htm

States other than Texas
If an individual intends to practice or may practice in a state other than Texas, be certain to check the licensure requirements for that state or those states. Be aware that state licensure requirements can be different from those requirements for the ASHA CCC. Most states will require that the requirements of the state and ASHA CCC be met in order to practice in that state. Information concerning individual state requirements is available on the ASHA web site at http://www.asha.org/about/legislation-advocacy/state/

TEACHER CERTIFICATION
Be aware that some states require Teacher Certification to work in their school systems. Information concerning individual state requirements is available on the ASHA web site at http://www.asha.org/about/legislation-advocacy/state/

ACCREDITATION
The Department’s master’s level program in Speech-Language Pathology and Doctor of Audiology (AuD) program are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). A complaint about any accredited
program may be submitted by any student, instructional staff member, speech-language pathologist, Audiologist, and/or member of the public. Information about this process can be obtained on the ASHA web site or at http://www.asha.org/academic/accreditation/accredmanual/section8.htm

**Procedures for Complaints against Graduate Program**

Students are encouraged to first use the appropriate chain of command within the University to voice concerns or complaints. The student is encouraged to first seek a solution locally, i.e., speak directly with the person (or persons) who is the perceived source of the problem. If the matter is unresolved, the student speaks to the Chair of the Department. If the matter is still unresolved, the student speaks to the Associate Dean of the Graduate School. The student may also seek assistance from the University Ombudsperson.

Additionally, the student may register a complaint against a graduate program in speech pathology or audiology through the Council on Academic Accreditation. Criteria for complaints and procedural information can be found on the ASHA website.

http://www.asha.org/academic/accreditation/accredmanual/section8.htm

**ASHA PRACTICUM REQUIREMENTS**

SLP Students are required to review the *Speech-Language Pathology Requirements* are outlined by the American Speech-Language-Hearing Association at the following location https://www.asha.org/Certification/2020-SLP-Certification-Standards/. Please visit this site for reference to the knowledge, skills, and experiences required to receive certification in speech-language pathology (the current standards are in effect as of 1/1/2020.) Note that additional requirements may be made by the Department.

**Audiology Requirements**

The American Speech-Language-Hearing Association lists the following clinical practicum requirements for certification in Audiology: (these standards are in effect on January 1, 2020; https://www.asha.org/Certification/2020-Audiology-Certification-Standards/)

A. Applicants for certification must have a doctoral degree. The course of study must address the knowledge and skills necessary to independently practice in the profession of audiology. The graduate education in Audiology must be initiated and completed in a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association.

B. Applicants for certification must complete a program of study that includes academic course work and a minimum of 1,820 hours of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes stipulated in the ASHA Standards. Most of the clinical supervision should be provided by individuals who hold the ASHA Certificate of Clinical Competence (CCC) in Audiology. The applicant will be required to demonstrate that the
educational program granting the post-baccalaureate degree assessed the acquisition of knowledge and skills.

C. Applicants for certification must have acquired knowledge and developed skills in six areas: foundations of practice, prevention/identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration.

D. Skills must be demonstrated in oral and written communication and knowledge of ethical standards, research principles, and current professional and regulatory issues.

E. Additional requirements may be made by the Department.

F. Students are required to review the ASHA standards and implementation as written on the ASHA website.

CODE OF ETHICS
Inherent in the endorsement of ASHA's Certificate of Clinical Competence is the parallel endorsement of the Association’s Code of Ethics. The student, therefore, will be held responsible for knowing and abiding by the ASHA Code of Ethics (See https://www.asha.org/Code-of-Ethics/). Anyone who practices as a Speech-language Pathologist or Audiologist in the State of Texas is also obliged under law to abide by the code of ethics adopted as part of the State licensure law. The student, therefore, will also be held responsible for knowing and abiding by this Texas code (See Texas Licensure Code of Ethics, https://www.tdlr.texas.gov/slpa/slpa.htm).

CONFIDENTIALITY
All faculty, staff, and students in the clinical program at the University of Texas at Austin Moody College of Speech, Language, and Hearing Sciences Department (clinic personnel) receive mandatory training in the Health Insurance Portability and Accountability Act (HIPAA) which addresses the confidentiality of transferring protected health information (PHI). Students, staff and faculty are expected to observe HIPPA regulations to ensure the privacy of clients and their families. Individuals who violate privacy rules may be subject to disciplinary action by the Department.

DRESS CODE AND PERSONAL APPEARANCE
SLHS staff, faculty, and student clinicians must dress in a professional manner in any clinical setting. The way one dresses reflects the quality of service provided, the level of respect one feels for the client and family, and the high standards of professionalism required. This dress code is also the minimum requirement for all off-campus clinical placements.

Business casual is recommended. All students must wear a nametag (provided by the department) during clinic practicum.
The Department offers the following general attire and appearance guidelines:

- All clothing must be loose fitting, clean, neat, and in good condition.
- Clothing, shoes, and accessories should be conservative, appropriate for the setting/client and not distracting.
- Undergarments are not to be visible.
- Personal appearance should be neat, clean, and reflect good personal hygiene.

The following are NOT considered appropriate attire for clinicians:

- Jeans, stretch pants or leggings, shorts
- Shirts that expose bare shoulders (e.g. halter tops, tank tops, spaghetti straps)
- Thong-type flip-flops (beach attire)
- T-Shirts
- Athletic wear (shirts, sweatpants or yoga pants, tennis shoes)

Individual facilities and supervisors may have additional or more stringent guidelines.

**Speech-Language Pathology Practicum Policies**

The Department has established the following guidelines in accordance with recommending the student for certification with ASHA in Speech-Language Pathology.

The purpose of clinical coursework experiences, both on campus and externships, is to acquire and demonstrate competencies in nine major areas of professional practice in speech/language pathology, as described in the ASHA SLP Certification Standards, and complete necessary practicum hours required for certification. Assignment as an assistant to a clinical course or as an undergraduate clinician is not viewed as sufficient to meet competencies for ASHA Certification.

**CLINICAL CLOCK HOURS**

The Department will work toward providing the SLP student with diagnostic and treatment hours across the distinct categories of child speech, child language, adult speech, adult language and aural rehab/hearing. However, the Department does not provide a guaranteed minimum set number of hours in each category. Additionally, student hours across each category will differ; thus, students should not compare nor should they expect to receive an equivalent number of hours in each category. The following guidelines are provided regarding counting hours as clinical experiences:

1. Only direct client contact time may be counted as clinical practicum hours. Time spent in writing lesson plans, scoring tests, transcribing language samples, preparing activities, writing reports or staffing clients without client or family member present may not be counted.
2. Evaluation refers to those hours in screening, assessment, and diagnosis that are accomplished prior to the initiation of a treatment program or are used to evaluate progress. Interviews and feedback conferences can be counted as diagnostic hours. A periodic re-evaluation can be counted as diagnostic time.
3. Time spent with either the client or a family member providing information, counseling, or training for a home program may be counted as clinical clock hours (provided the activity is client focused and directly related to treatment).

4. If a client presents communication disorders in two or more of the disorder categories, accumulated clock hours should be distributed among these categories according to the amount of treatment time spent on each. For example, if a client with both language and articulation problems received twenty hours of treatment with 75% of each treatment session spent on language and 25% on articulation, the clinician should record credit for 15 hours of language treatment and 5 hours of speech treatment.

5. Clinical hours and supervision time should be recorded in exact minutes.

6. Clinical clock hours must be entered and approved by the supervisor by the end of the semester in which clinical experience occurred. Delays in entry and approval of clock hours may result in forfeiture of those hours, unless student has written documentation from the clinical faculty member justifying the delay.

7. Additional requirements may be made by the Department.

SCHEDULING OF CLIENTS
1. Students are required to provide their clinical supervisor with their academic course schedule prior to their initiation of therapy.

2. Clients cannot be scheduled at a time that conflicts with the student’s academic course(s). This is the only valid exception to clinical assignments.

3. The number of clients assigned will vary across students both within and across clinical supervisors.

4. The nature of the experience (diagnostic vs. treatment) assigned to each student will vary both within and across clinical supervisors.

5. Unless the academic schedule conflicts (see 1 and 2 above), and/or there is an ethical conflict (e.g., student is related to client), clinical assignments cannot be declined. Declination of assignments without academic and/or ethical conflicts will be documented in the assessment of the SLP Externship Readiness review.

6. The supervisor remains ethically and legally responsible for the care of the client and, at their discretion, can reassign clients and student clinicians if it is determined to be in the client’s best interest.

SLP COMPETENCY REVIEW
Clinical and academic faculty review student performance regularly – minimally at the end of every semester but more frequently when needed. Students who fail to meet competencies in academic or clinical coursework will complete a deficiency plan outlining how competencies will be achieved and the timeline for completion. The plan will be developed by the instructor and the student’s advising team. The plan will be maintained in the student’s advising folder by the graduate office.

SLP EXTERNSHIP POLICIES AND PROCEDURES
A. An SLP Externship Readiness Evaluation will be completed at the end of each term. Student academic progress and cumulative clinical performance will be reviewed to determine whether the student demonstrates readiness for externship. All students
with any ratings of 3 (Present) at the end of a semester will require full review by a board consisting of all relevant faculty. A remediation plan will be developed. Readiness for externship does not guarantee placement. However, if after four semesters of basic practicum, a student still does not demonstrate readiness, the student will graduate without the hours needed to secure clinical certification.

B. At the beginning of the spring term of the first year, students will complete an externship survey and/or interview. Externship assignments are made by considering the student’s clinical needs, previous experiences, academic and clinical progress, and student schedule. However, site availability may change without notice and there is no guarantee of placement at preferred site(s). Some sites will require students first submit resumes, from which they will select who they would like to interview, and from those interviews determine who they will award the externship. Additionally, some sites are located within walking distance, whereas others require transportation, with some as far as 90 miles from campus. Students are expected to independently secure reliable transit to their externship. Should a student choose to decline an externship assignment, this decision may result in no externship assignment for that semester, thereby placing that student in jeopardy with regard to clinical certification and lead to delay in their graduation by at least one semester. Thus, unless there is a critical exception, students are advised to accept their externship assignment.

C. Upon placement, a 3-way conference call is scheduled between the student, externship supervisor and UT Externship Coordinator will occur for the first placement. The Student-Supervisor Agreement (SSA) form is completed and signed by all parties. The UT Externship Coordinator is responsible for verifying the status of ASHA certification and state-specific licensure for the extern supervisor. The UT Externship Coordinator is also responsible for verifying the supervisor meets ASHA supervision guidelines. As a student progresses through the graduate program, he/she/they will be expected to complete the interview with an off-campus supervisor to complete the SSA with support from the UT Externship Coordinator as needed.

D. Successful completion of externships as demonstrated by the evaluations of the assigned supervisors at midterm and end of term is required for the student to both stay in their initial externship placement, and to be considered eligible for subsequent externships. If the externship supervisor deems the student’s clinical skills, including professionalism, are insufficient or deficient for a student at their level, the clinical faculty and graduate adviser will meet with the student to determine a remediation plan, which will result in the student needing (at least) one additional semester of basic clinical practicum. Students who require this remediation should expect to take (at least) one additional semester to graduate and are advised to consider that no more than 4 semesters total of basic clinical practicum are allowed. Thus, students should make every effort to succeed in their externships and seek immediate additional support to achieve such success, if needed/required.
• Open and consistent communication between the student, off-site supervisor and UT Externship Coordinator helps ensure a successful off-site experience.

• The UT Externship Coordinator will contact the off-site supervisor intermittently during the term to obtain input regarding the student’s performance. Off-campus supervisors will make two formal assessments of the student’s clinical progress, one at midterm the other at the end of the term. The end of term evaluation will be used to determine the final course grade. If the student does not receive written feedback at midterm, he/she/they should notify the instructor within one week of midterm. At the end of the semester, the final evaluation form must be turned into the instructor during a scheduled meeting.

• Students are expected to attend all scheduled dates at the off-campus placement. Discussion regarding procedures to deal with illnesses or other absences will be site specific and discussed during the three-way conference. All absences of partial or full days should be reported to the instructor by phone or email as stated at the conference. Unexcused absences (any absence other than illness) are not permitted and may result in the lowering of the student’s grade.

• The student should maintain a daily record of clinical hours earned and hours supervised, and enter into CALIPSO, at least, weekly. The record should be divided into the usual categories (i.e. a separate page for each type of hours). Be sure to list the correct site and supervisor (not the UT Externship Coordinator). If the supervisor is new, he or she may need to be added to the list on CALIPSO. Please request this with the Externship Coordinator. Your off-campus supervisor can approve the hours in CALIPSO.

• At the end of each semester, clinical hours and the off-campus supervisor’s evaluation of the student are reviewed and approved by the Instructor of Record during a scheduled meeting. All clinical hours secured at off-campus sites can be viewed via CALIPSO at any time. Students will complete the “Student Evaluation of Off-Campus Placement” before the scheduled checkout meeting at the end of the externship semester. This information is used by course instructors to determine appropriateness for future placements. Survey results can be viewed within the student’s CALIPSO file at any time.

**Audiology Clinical Practicum Practices**

Audiology students will participate in a variety of experiences designed to meet clinical competencies in the major areas of professional practice in Audiology and to obtain the necessary practicum hours required for clinical certification by the American Speech-Language-Hearing Association. Each student will participate in at least two off campus placements prior to their 4th year externship. Students may have opportunities to be involved in additional experiences as available.

1. AuD students will sign up for clinical practicum at the beginning, intermediate or advanced level as appropriate each semester that they are eligible. Eligibility is determined by successful completion of pre-requisite courses, a graduate GPA of 3.0 or higher, and the determination of adequate academic and clinical progress. Practicum courses include: SLH 388, SLH 389 and SLH390.
2. Practicum students must keep track of all practicum experiences, including direct client contact time, client paperwork (e.g., reports and progress notes), staffing, and any other time spent in clinical activities (e.g., ARD attendance, feedback conferences).

3. Clinical practicum hours may be counted for screening, assessment, and diagnosis of hearing and balance disorders. The assessment for hearing aid candidacy, hearing aid evaluation and hearing aid fitting may also be counted toward clinical practicum hours.

4. Aural Rehabilitation (AR) includes in-person or online AR sessions for individuals or groups, follow-up appointments as well as other rehab activities (e.g., the development of a home program for listening).

5. All Audiology practicum students must obtain a minimum of 15 hours of practicum in speech-language pathology. The most typical means taken to meet this requirement is by participation on the Preschool Screening Team (PSST) which is a specialty clinic that meets each long semester.

6. Each student is required to pass an Off-Campus Readiness evaluation to be eligible for off-site placement following successful completion of the first year of on-campus clinical practicum. Students may remain at off-campus practicum sites as long as adequate academic progress and adequate clinical progress is maintained. There are several practical examinations made of a student’s clinical skills. The Off-Campus Readiness evaluation is the examination prior to the initial off-campus placement. Clinical skills demonstrations are practical exams for every student in the Au.D. program which are held each term until the externship year.

7. Off-site placement of a student is determined by the Audiology supervisor/s. As a student approaches the end of the 1st year, the student may request an off-site placement. The assignment to a particular off-site is made by considering the student’s clinical needs, academic progress, student request, and student schedule. Site availability may change without notice. Students are notified by the Audiology supervisor/s of their assignment each semester. Students are then instructed to contact the site, arrange an initial schedule of attendance, and then to communicate this schedule to the Audiology supervisor/s. Weekly email communication is required between the student and the Audiology supervisor/s.

8. Once a student is placed off-campus, a regular practical examination (the clinical skills demonstration) is conducted to evaluate the clinical skills of the student. This exam is part of the Clinical Practicum in Audiology coursework. These demonstrations of clinical skills are conducted every term and are evaluated by the clinical faculty in Audiology. Successful completion of these examinations is required for the student to continue in off-campus placement. If a student’s clinical skills are deemed insufficient or deficient for a student of that level, a remediation plan will be
proposed by the student and, once approved by the Audiology faculty, the student will enact the plan.

9. Following the completion of AuD coursework, each student interviews for and requests an externship site. Extern sites are those that can accommodate students at more intensive levels (i.e., for longer periods of time) than a typical off-campus site. Extern sites are designed to complete ASHA Program of Study requirement. The AuD is not completed until all the clinical requirements for the degree are met. Externship courses include SLH397, SLH697 and SLH997.

10. There may be additional requirements made by the State of Texas, or the state where the externship experience is located.

11. Additional requirements may be made by the Department.

AUDIOLOGY COMPETENCY REVIEW
Each semester, Audiology students should take or send their skills checklists to the clinical coordinator and have them reviewed by their clinical faculty member(s). A competency is considered mastered when a clinical faculty member or faculty member in the Department of Speech, Language, and Hearing Sciences believes the student can be successful with independence the next time the student faces a similar experience.

AUDIOLOGY EXTERNSHIP POLICIES
For ASHA certification in Audiology, the total practicum requirement involves practicum experience that is equivalent to a minimum of 1,820 hours of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes stipulated in ASHA Standards. The practicum hours earned during the semesters are counted toward this requirement. The final year of the AuD program (i.e., the time following the completion of all coursework) is designed to allow the student time to meet the remainder of the practicum hours and experiences.

Externs are students who have finished all the requisite coursework for the AuD, including the Audiology Research Project, who are still in need of hours or ASHA competencies. Extern placements may be local off-sites, off-sites in other cities or states, and may offer monetary stipends. Students interested in particular placements should notify the extern liaison of their requests as soon as possible.

_Students are notified by the off-campus liaison of the assignment_
Students are then instructed to contact the site, arrange an initial schedule of attendance, and then to communicate this schedule to the off-campus liaison. Weekly email communication is required between the student and the off-campus liaison.

_Scheduling the student’s off campus practicum_
The off-campus liaison will schedule the student’s practicum site and supervisor for Audiology.
Evaluations of off-campus progress will be made at the mid and end of terms, and during the clinical skills demonstration held each term as described in the clinical practicum course syllabus.

Responsibilities of the off-campus Audiology liaison:
Students engaged in off-campus practicum are assigned a University clinical faculty member as a liaison. That clinical faculty member is responsible for:

1. Scheduling the student's off-campus practicum (for Audiology).
2. Meeting with students and off-campus supervisors to discuss the off-campus facility's requirements, the student's needs, the clinical faculty member's responsibilities, and the University's and ASHA's requirements.
3. Communicating with the student and off-campus supervisor regularly to monitor the practicum experience
4. Negotiating any difficulties that may arise regarding the off-campus practicum experience.
5. Assigning student grade with input from off-campus supervisor.

Responsibilities of the off-campus Audiology student:
Students assigned to an off-campus practicum are responsible for:

1. Assuring that professional liability insurance is current at least one month prior to beginning the semester in which they will be at an off-campus practicum site. The student must provide the clinical coordinator with a copy of the insurance policy information (carrier, policy number and coverage dates) and upload a copy to Typhon.
2. Providing their off-campus supervisor(s) with a copy of their liability insurance policy information, schedule and a description of their interests and goals for the off-campus experience. Students may be asked to provide additional information to off-campus sites as required or requested by the off-campus site. Examples include: background check, verification of inoculations, evidence of CPR training.
3. Communicating each week via email with the on-campus liaison regarding the experience.
4. The student should provide information as instructed by the liaison as well as keeping their liaison fully informed about any difficulties that arise during the practicum. The student should notify the liaison immediately if any of the following occur:
   a. Student absences
   b. The need for unusual amounts of training
   c. A conflict of a personal or professional nature with the off-campus supervisor or any client
   d. if more supervision or direction is needed from the off-campus supervisor
   e. if there is dissatisfaction with any aspect of the off-campus experience
   f. If any changes to the agreed schedule by the student or clinical faculty member prior to the change being made
5. Maintaining the highest degree of professionalism throughout the semester.
   a. Agreeing on a regular weekly schedule at the three-way conference and
      maintaining that schedule.
   b. Keeping a daily log of all clock hours and hours of supervision time in Typhon,
      and having that log signed by the off-campus supervisor daily or as agreed upon
      at the 3-way conference.
6. Providing the off-campus supervisor with forms at mid-term and end-semester and
   requesting an evaluation of clinical performance. (A copy of the mid-term and end-
   semester evaluation should be provided to the on-campus liaison within three days
   of completion.)
7. Providing the ASHA number for each clinical faculty member to the clinical
   coordinator and assuring that this number and signature are accurately recorded on
   supervision forms.

Responsibilities of the off-campus Audiology supervisor:
Off-campus supervisors are responsible for:
  1. Familiarizing students with the off-campus facility.
  2. Helping students learn to apply their clinical skills to the unique population of the
     off-campus facility
  3. Directly supervising each client's evaluation and treatment provided by students
     and signing clinical hours. Supervision must be in line with the certification
     standard of the field of study. In all cases, supervision must be appropriate to the
     student's level of experience.
  4. Keeping communication channels open with the student(s) and keeping the
     University informed of student progress or problem
  5. Maintaining ASHA certification as required for the supervision of students in
     training.

Student Evaluation
Student progress in clinical practicum is monitored and measured throughout each
student's clinical training program. The purposes of this on-going monitoring are:
• to help the student identify his or her clinical strengths and needs so that
  appropriate clinical learning experiences can be arranged for each student
• to teach the student how to engage in on-going self-evaluation as a routine part
  of clinical practice
• to assure that all students achieve the clinical competency required to be
  recommended by the Department for certification or licensure.

Written feedback:
1. The student will receive written evaluation notes of therapy and diagnostic sessions
   from the clinical faculty periodically throughout the semester.
2. It is the expectation that students will review these observation notes and
   incorporate suggestions into future sessions.
3. The student should feel free to meet with their supervisor for further discussion or
   suggestions for improvement.
4. If a student is found to be deficient in a skill and remains deficient in that skill during the semester, it may result in: the withholding of clock hours until the deficiencies are corrected and lowering of the student's grade.

Unsatisfactory Performance
1. For clinical practicum courses, a grade of 'B-' or any grade of 'C' constitutes unsatisfactory performance and requires a remediation plan. Clinical clock hours will be counted for that experience.
2. If a student earns a semester grade below any grade of 'C' in any clinical practicum course, the clock hours for that experience will not be counted and the student may be at risk of being placed on probation by the Graduate School. A remediation plan is required.
   a. Clinical remediation provides the students with additional support in the upcoming semester.
   b. The type of support needed will be determined by the clinical faculty in the area and may include, but is not limited to, an increase in supervision, recommendation of additional reading, additional observation, more frequent meetings with the clinical faculty, specific types of clinical experiences, repeating a clinical experience.
   c. The student’s academic advisor and the graduate advisor are notified of the student’s remediation status and the plan for assistance.
3. If a student earns a semester grade below any grade of 'C' in any two semesters of clinical practicum, that student may be barred from enrolling in any further clinical practicum experiences and seeking eligibility to obtain clinical certification at this institution may not be possible.

Copies of student's grade sheets for the semester with their progress in meeting competencies are stored in the student’s clinical folder on UT Box. All documentation in the student folder remains the property and permanent record of the Department.

Audiology Student Evaluations
Audiology students’ progress in practicum is evaluated during the Off-Campus Readiness evaluation, the Clinical Skills Demonstrations, and the Exit Evaluation.

Off-Campus Readiness Evaluation: After accumulating on-campus, supervised clinical experience, the student clinician participates in an Off-Campus Readiness evaluation, which consists of a complete diagnostic hearing evaluation supervised by at least 2 clinical faculty members. Following the evaluation, the student receives oral and written feedback from the observers. Successful completion of the Off-Campus Readiness evaluation is required prior to off-campus practicum experience.

Clinical Skills Demonstration: Each student will be required to demonstrate the clinical skills obtained by the student on one day during the typical clinical operations of the UTSHC. The student will be excused from off-campus placement on that particular day. The rubric used for the evaluation will be posted according to the syllabus for clinical practicum courses. It is expected that the typical UTSHC paperwork and timelines will
be followed by each student. All students are expected to reach a passing criterion for continuation of off-site work; feedback will be given to students re: their performance, with any needed additional studies/practice assigned at that time. Such a demonstration will be required each term the student is enrolled in off-campus practicum.

Exit Evaluation: Prior to completion of the clinical sequence and to being recommended for certification, an Exit Evaluation is conducted. This evaluation consists of either (1) a minimum of two clients assigned consecutively for evaluation, or (2) a hearing-impaired child assigned for evaluation and then staffing, or (3) observation of the student at an off campus or externship site. Successful completion of the Exit Evaluation is required before Audiology students are recommended for certification.

Monitoring Clinical Hours
Supervised clinical practicum experiences must be accumulated in the University of Texas Speech and Hearing Center or approved off-campus facilities under the supervision of a staff member who holds the Certificate of Clinical Competence and/or professional license in the area for which supervision will be provided.

Summary data of clinical hours and supervision is available by semester through the use of the Typhon Allied Health Student Tracking system or CALIPSO database. Data derived from Typhon or CALIPSO allow the faculty and staff to:

1. Provide accountability to the University, the Department of Speech, Language, and Hearing Sciences, and the American Speech-Language-Hearing Association to ensure that student practicum needs are being met for licensure and certification in their chosen field

2. Provide information regarding the different types of disorders, numbers, and ages of clients served

3. Monitor the off-campus facilities being used as training sites for student practicum

Each student is individually responsible for the accuracy and the completeness of his/her/their record of clinical hours. A review must be made at the end of each semester, and the claim for clinical clock hour credit does not become official until it is approved and signed by a clinical faculty member.

General expectations regarding the recording of clinical hours are that all hours will be recorded within 48 hours for supervisor approval and that times will be entered in exact minutes. The types of hours that count toward ASHA certification are discipline-specific. Students should expect to engage in a variety of observation, planning, direct clinical contract, reporting, and related activities over the course of their clinic training that may
be recorded. There are specific instructions for the entry of these hours into the hour tracking system.

**On Campus**
On campus students record their hours via the Typhon AHST or CALIPSO systems. Clinical supervisors will approve student hours. Instructions are given at the beginning of the first semester regarding the use of the systems. The time recorded should reflect the actual client contact time, not the period of time for which the client was scheduled. Times should be recorded in exact minutes. Any problems with hours tracking should be discussed with a clinical faculty member.

**Off Campus**
Each semester, off campus supervisors will be given access to the student record for hours approval and, throughout the semester the student records the time spent in direct client contact. Immediately following each client session, the student records the date of the client contact, the nature of the problem or testing, and the time spent with the client. The time recorded should reflect the actual client contact time, not the period of time for which the client was scheduled. Audiology students should be sure to keep track of all time spent including staffing and administration time as per ASHA requirements.

**Semester Review of Clock Hours**
At the end of each semester, each student must have a final conference in person or electronically with each clinical faculty who supervised the student during the semester. Final approval for all clinical hours accumulated during the semester is given at the final conference (referred to as "Check Out"). The student's semester practicum log is reviewed/verified/approved by the clinical faculty member. Hours will be reviewed for final approval by the respective clinical faculty and graduate advisors. The hours log is digitally signed and maintained in Typhon or CALIPSO. It is recommended that students maintain their own copies of practicum hours earned.

**Transferring Clock Hours**
Records of supervised clinical practicum credit transferred from another institution will be considered on an individual basis. The maximum number of transferrable hours is subject to ASHA certification standards and Texas licensure rules.

When students wish to count clock-hours earned at another program, they must obtain written verification of the number and type of hours earned and the name and certification number of each clinical faculty member. The hours must have been obtained while enrolled in an accredited program and under the supervision of a licensed and certified SLP or AUD. **This should be done during the student’s first semester enrolled in graduate study at The University of Texas.**
**Program Evaluation**
The Department engages in on-going evaluation of its program and clinical services. The major mechanisms for this evaluation are as follows:

**Student clinical evaluation**
Student performance in clinical practicum is evaluated regularly through:
- Written and/or verbal feedback of performance during sessions by the clinical faculty
- Mid- and end-of-the-semester evaluations by the clinical faculty;
- Review of all new students in their second semester of graduate school (and as recommended thereafter)
- Annual evaluation and discussion of all graduate students
- Off-Campus Readiness evaluation, practical evaluations of clinical skills each semester and exit evaluations for all Audiology students completing practicum

**Student evaluation of clinical faculty**
At the end of each semester, students are asked to provide feedback about the quality of clinical supervision they have received. This feedback is provided through the course evaluation form either on paper or electronically at the end of the semester.

**Student evaluation of off campus sites and supervision**
At the end of each semester, students are asked to provide feedback about the quality of off campus clinics sites as well as the clinical supervision they have received. This feedback is provided through a course survey. Students will receive a link for evaluating each of their courses at the end of the semester.

**Student evaluation of the Department**
Student evaluation of the department is conducted with the Chair and/or Program Directors utilizing a variety of tools including, but not limited to, town meetings, exit interviews, questionnaires, and questionnaires sent to CFY supervisors and extern preceptors.

**CAA certification review**
A report of the clinical program is sent to and reviewed by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) annually. On-site surveyors from CAA visit the Speech and Hearing Center every eight years and evaluate the Department for the purpose of re-accreditation of the Department.

***This information is current at the time of this printing. Information current at the time of their graduation will be provided to each student. The student is expected to be proactive in locating information regarding licensure and certification from the appropriate websites as this information is subject to change***

This information here is included for student convenience, however, ASHA may change their requirements for certification at any time and the University of Texas has no control over these changes. It is strongly recommended that students verify the above information with ASHA.

http://www.asha.org/about/membership-certification/handbooks/
Addendum

COVID-19 Educational Modules

- Background/Overview of COVID-19? “What is Coronavirus”
  Read & Watch

- Hand Hygiene - “Clean Hands Count for Healthcare Providers”
  Read & Watch

- Personal Protective Equipment (PPE) (for students placed in healthcare settings)
  Watch

- What to Do If You Are Exposed - “What to do if you are Sick”
  Read & Watch

- COVID-19 Resources and information for SLHS Students
  Read

UTSHC Clinical Reentry Guidance