THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

HOUSED IN THE WENDELL JOHNSON SPEECH AND HEARING CENTER
IN LOVELY IOWA CITY IA

DEPARTMENTAL STRUCTURE

Chair
AUD CURRICULUM COORDINATOR – CLINIC DIRECTOR – SLP CURRICULUM COORDINATOR
3 AUDIOLOGY CLINICAL FACULTY MEMBERS ———— 7 SLP CLINIC FACULTY MEMBERS
CLASSES OF 7-10 AUD AUDIOLOGY STUDENTS ———— CLASSES OF 20-25 MA SLP STUDENTS

MY PIECE OF THE PIE
FULL TIME CLINIC LOAD
AND
AUD CLINICAL PLACEMENT COORDINATOR

CLINICAL EXPERIENCES

– Wendell Johnson Speech and Hearing Clinic: In-house training
– Clinical Rotations
  Years 2 and 3 will be spent developing competencies in a variety of settings. These clinical rotations will include placements at the following sites.
  - Wendell Johnson Speech and Hearing Clinic
  - Preschool screenings
  - Geriatric outreach clinics
  - Adult aural rehabilitation clinics
  - "A Team"

– Department of Otolaryngology at UIHC
  - Diagnostic clinics
  - Cochlear implant programs for children
  - Hearing aid placement
  - Electrophysiology
  - Discrimination settings
  - Veterans Administration Hospital
  - Center for Disabilities and Development
  - Private Practice
  - ENT practice
  - 3rd Year eight week clinical rotation

PREPARATION

Fall
– Fall orientation: Learn to be proactive and take responsibility for preparing for spring of second year

– Fall of second year: Monitoring academic progress and ground rules

Summer
– Summer: Resume
– Summer: Cover letter
– Summer: List of possible sites
– Summer: Fall of 3rd year
– Summer: Applications
– Summer: Individual meetings
– Summer: Spring of 3rd year
– Summer: Agenda
CLINICAL PRACTICE IN AUDIOLOGY

- Taught every Fall and Spring
- Three year rotation of topics
- Three levels of expectations

<table>
<thead>
<tr>
<th>TASKS</th>
<th>DATE TO BE COMPLETED</th>
<th>DATE OF COMPLETION</th>
<th>(FACULTY SIGNATURE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPPA training</td>
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<td>Mandatory reporting</td>
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<tr>
<td>Criminal Background Ck</td>
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<tr>
<td>Qualifying exams</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
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<tr>
<td>Purchase University Liability Insurance</td>
<td>Fall of Year 2</td>
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<tr>
<td>Purchase ASHA Liability Insurance</td>
<td>Fall of Year 4</td>
<td></td>
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<tr>
<td>Schedule AR/child 3:301</td>
<td>Discuss with advisor at registration for Spr 2nd yr</td>
<td>(advisor)</td>
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<tr>
<td>Special Registration for Ed Audiology placement</td>
<td>3:314 for 2hrs of total clinic hours</td>
<td>During semester when scheduled</td>
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<tr>
<td>Praxis exam</td>
<td>By end of Fall semester year 3</td>
<td>Advisor</td>
<td></td>
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<tr>
<td>Praxis results sent to Department &amp; ASHA</td>
<td>When exam taken</td>
<td>No signature</td>
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<tr>
<td>Apply for 4th year externship</td>
<td>Fall Semester Year 3</td>
<td>No Signature</td>
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<tr>
<td>Schedule review of Clinical KASA</td>
<td>Spring Semester Year 3</td>
<td>(Diane Niebuhr)</td>
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<tr>
<td>Portfolio of Didactic KASA competencies (B-) completed</td>
<td>End of Spring semester year 3</td>
<td>Advisor</td>
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<tr>
<td>Provisional License applied for if required by 4th yr site</td>
<td>Year 3</td>
<td>No Signature</td>
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<td>Review of Hours</td>
<td>Must have at least 400 clinical hours to be granted Master's degree</td>
<td>End of Spring Semester Year 3</td>
<td>Advisor</td>
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PREPARATION...

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PREPARATION...

Spring of Second year
Meeting Agenda
- Task List up to date
- Letters of recommendation
- Resume
- Cover Letter
- Goals for Externship
- Supervisory Process
- Learning styles
- Making the application decision
- How many applications?
- Where should I look?
- What do I do with my list?

SUMMER MEETING AGENDA
Review progress from Spring meeting
- Resume
- Cover letter
- List of possible sites

Review of Sites
Permission to make application

University Responsibilities
- Site contact and approval
- Affiliation Agreements

Student Responsibilities
- Provisional License
- Meet with advisor re: KASA competencies
- Liability insurance

PREPARATION...

Fall of Third Year
Applications
Individual meetings

Spring of Third Year
Meeting Agenda
- Review goals and Supervisory process
- Student responsibilities

DURING...
AU&O CLINICAL SKILLS EVALUATION AND FEEDBACK

STUDENT: _______________________       4TH YEAR OCTOBER EVALUATION

Obtaining Case History
Uses Forms Effectively: ___ Efficient & Smooth ___ Awkward or Inefficient ___ Incorrect or Incomplete
Obtains Thorough Case Hx: ___ Thor ough ___ Incomplete ___ Inadequate Info Obtained
Asks Follow-Up Questions: ___ Asked Consistently         ___ Inconsistently ___ Not Asked as Needed
Adds appropriate Questions Based on Findings During or After Performing Procedure: ___ Asked Consistently ___ Inconsistently ___ Not Asked as Needed

Choosing Test Protocol or Procedure
Chooses appropriate procedures re: history & prior test findings: __ Yes ___ ___ ___ ___ Never
Describes purpose & justifies choice of procedures: ___Yes___ ___ ___ ___ ___ Never
Describes expected findings for chosen procedures relative to case Hx: ___Yes___ ___ ___ ___ ___ Never

Performing Procedures
Instructs patient appropriately : ___ Yes ___ ___  ___ ___ No
Manages appointment time effectively: ___ Yes ___ ___ ___ ___ No
Uses equipment correctly and safely: ___ Yes ___ ___ ___ ___ No
Performs basic procedures correctly: ___ Yes ___ ___ ___ ___ No
Recognizes & modifies procedures or parameters as needed: ___ Yes ___ ___ ___ ___ No

KASA -KNOWLEDGE AND SKILLS
ACQUISITION
Checklist for Clinical Education
in Audiology
4th year final evaluation
Student Name: ______________________

Hierarchy of Skills Code
1) Student is not required to have knowledge - supervisor provides model
2) Competency not apparent - supervision constant with modeling and verbal instruction
3) Competency emerging - supervision present most of the time - verbal direction without modeling
4) Competency developed - supervision may be necessary sometimes
5) Student demonstrates advanced skills

Professionalism

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<th>Skill</th>
<th>Level</th>
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<tr>
<td></td>
<td>B1</td>
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<tr>
<td>Demonstrates understanding of universal precautions</td>
<td>Consistent handwashing</td>
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<td>Interact effectively with patients, families, other appropriate individuals and professionals</td>
<td>Interacts in a professional manner</td>
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<tr>
<td>Use appropriate body language and voice level and rate in client and family sessions</td>
<td>Use appropriate body language and voice level and rate in client and family sessions</td>
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AFTER
Completion of hours
Mastery of competencies
Certification documents
Completion of 4th year

THINGS I HAVE LEARNED
- What you say vs what they hear
- In preparation, redundancy is good
- Some students really do know what they want to do.
- Every student will find a 4th year placement.
- The number one factor that assures a good externship is the quality of the student