

GRADUATE STUDENT HANDBOOK

Au.D. PROGRAM

AUDIOLOGY

Department of Speech-Language-Hearing Sciences

2015-2016



UNIVERSITY OF MINNESOTA

Table of Contents

I. Introduction	1
The Department of Speech-Language-Hearing Sciences	
Organizational Structure of the Department	3
Staff	
Faculty	
Clinical Specialists	
Shevlin Hall	7
The University of Minnesota Campus	8
Campus Information	
Copying Services on Campus	
Library Information	
Financial Aid Options	9
Registration and Tuition Information	11
Additional Information	13
II. The Doctor of Audiology Program	15
Mission of Doctor of Audiology Program	16
Graduate Advising for Au.D. Students	17
Beginning the Au.D. Program – Initial Advising	17
The Graduate Academic Advisor	18
Required Paperwork for the Au.D.	18
Department Curriculum Form	
Graduate Degree Plan	
Knowledge and Skills Acquisition Form (KASA)	
Petition to Make Changes to the Graduate Degree Plan	20
Maintaining Active Status in the Graduate School	20
The Academic Program – Au.D. Degree Curriculum	21
Prerequisite Knowledge and Skills	21
Foundations of Practice and Introductory Professional Courses	21
Doctor of Audiology (Au.D. Degree)	22
Detailed Description of the Au.D. Degree Requirements	25
Clinical Timeline for Au.D. Students	25
Comprehensive Exams	26
Capstone Project	27
Au.D. Candidacy	29
Graduate School Deadlines for Graduation	30
ASHA Standards and Remediation	31
III. Bilingual Emphasis Program	33
IV. Clinical Education	38
Introduction	39
ASHA and Practicum Requirements	39
About ASHA	
ASHA Code of Ethics	
ASHA Membership and Certification Handbook	
AuD Practicum Requirements for ASHA Certification	
Certificate of Clinical Competency in Audiology (CCC-A)	

Department Requirements for Audiology	41
Clinical Education Registration	
Monthly Clinical Education Meetings	
Clinical Portfolios	
Practicum Policies and Procedures	42
Practicum Policies	42
MN Department of Human Services Criminal Background Study	42
Identification Badges	42
University Email Accounts	42
Department Keys	42
Cellphones/Smartphones	42
Computer-Supported Internet Access	42
Wireless Access at a Facility	42
Electronic Medical Records	42
Release of Home Contact Information	43
HIPAA	43
Immunizations	43
Infection Control Guidelines	43
Receiving Gifts	43
Conflict of Interest Policy	44
English Proficiency	44
CPR/AED Certification	44
Practicum Procedures	44
Clinical Education Experience	44
Course Prerequisites for Practicum Experiences	44
Practicum Credits	44
Time Commitments	45
Length of Practicum	45
Practicum Assignments	45
Safety	46
Travel to Practicum Sites	46
Clinical Supervision	46
Interview/Contract	46
Practicum Meetings with Supervisors	46
Documentation of Clock Hours	46
ASHA Countable Time	47
SLHS Contact with External Supervisors	47
Grading Procedures	47
Student Evaluations of Practicum	48
Problems, Questions, Concerns	48
Goals and Expectations for Student Clinicians and Supervisors	48
Goals of Clinical Experiences	48
Keys to Success in Practicum	49
General Expectations for Student Clinicians	50
Clinical Remediation Plan	52
Contacting Externship Sites	52
Julia M. Davis Speech-Language-Hearing Center	53
V. Professional Information and Resources	54
<hr/>	
Professional Credentialing	
ASHA Certification	
Professional Placement Services	
Professional Resources	

VI. University of Minnesota Policies	58
Equity, Diversity, Equal Opportunity, and Affirmative Action	
Sexual Harassment	
Nepotism and Consensual Relationships	
Disability Accommodations	
Mental Health Services	
VII. Links	60
VIII. Appendix A: Practicum Forms	62
IX. Appendix B: Program Forms	87
X. Appendix C: Training and Policy	93

I. Introduction

INTRODUCTION to the HANDBOOK

This handbook is the primary resource for students enrolled in a graduate degree program in the Department of Speech-Language-Hearing Sciences and their advisors. The beginning of the handbook contains information that is useful for new graduate students. The handbook also contains information about coursework, clinical education, departmental and Graduate School policies, and clinical certification from the American Speech-Language-Hearing Association (ASHA). Additional information concerning Graduate School and University of Minnesota policies may be found on the University of Minnesota web page (www.umn.edu) or the Graduate School web page (www.grad.umn.edu).

STUDENTS ARE RESPONSIBLE FOR THE CONTENT OF THE HANDBOOK AND ARE EXPECTED TO HAVE READ THE RELEVANT SECTIONS OF THE HANDBOOK BEFORE ASKING YOUR ADVISOR FOR INFORMATION.

The DEPARTMENT of SPEECH-LANGUAGE-HEARING SCIENCES

Organizational Structure of the Department

The Department of Speech-Language-Hearing Sciences (SLHS) is part of the College of Liberal Arts (CLA) at the University of Minnesota. The department offers four degrees:

1. Bachelor of Arts (B.A.) in Speech-Language-Hearing Sciences.
2. Master of Arts (M.A.) in Speech-Language-Hearing Sciences, with formal tracks in SLP & AuD or a no-track option.
3. Doctor of Audiology (Au.D.), professional doctorate in Audiology.
4. Doctor of Philosophy (Ph.D.) in Speech-Language-Hearing Sciences.

Staff

Administration

Erin Flannery, 612-624-9535

slhgrad@umn.edu

Clinical Student Program Coordinator
115 Shevlin Hall

- Assists the Clinical Program Director
- Manages all facets of graduate program, including admission, practicum paperwork, and program completion.

Mary Beth Kluesner, 612-626-2016

klue0054@umn.edu

Department Administrator
115 Shevlin Hall

- Assists the Department Chair, oversight of office operations
- Coordinator of building matters to include facilities management, security, building hours.
- Human Resources/to include all departmental hiring and payroll.
- Assists department with curriculum management, course and classroom scheduling
- Budget oversight

Kelly Michel, 612-624-3322

slhs@umn.edu

Academic/Clinic Specialist
115 Shevlin Hall

- Supervises front desk
- Schedules rooms
- Handles key check out and return
- Answers questions about textbooks, copier codes and counts, clinic, etc.

Advising

Mark DeRuiter, 612-624-5755

derui001@umn.edu

Director of Graduate Studies and Clinical Programs
105A Shevlin Hall

- Knows the Graduate School requirements, rules, and regulations
- Serves both graduate students and SLHS faculty and staff in handling concerns or issues related to graduate education
- Oversees graduate admissions, including the MA in Speech-Language-Hearing Sciences, Au.D. in Audiology, and the Ph.D program, and oversees clinical education within SLHS
- For questions about the admissions process, please direct inquiries to Erin Flannery

Peter Watson, 612-624-1010

pjwatson@umn.edu

Director of Undergraduate Studies
51 Shevlin Hall

- Meets with prospective SLHS majors/minors
- Reviews transcripts for transfer students

- Advises SLHS majors in honors program
- Informs undergraduate students about volunteer and scholarship opportunities
- Oversees undergraduate program

Bill Solheim, 612-626-0718

slhsua@umn.edu

Undergraduate Advisor
49 Johnston Hall

- Appointments for undergraduates for major and minor declaration, exploration, and information
- Non-degree seeking students preparing for the graduate program
- Responds to emails from individuals with questions about the undergraduate program
- Maintains the Undergraduate Bulletin Board with up-to-date information

Department Chair

Robert Schlauch, 612-624-7001

schla001@umn.edu

Department Chair and Program Director
205A Shevlin Hall

- Provides leadership to the department
- Oversees departmental programs
- Develops department budget
- Oversees curriculum and assigns teaching responsibilities
- Represents the department in the CLA and University

Clinical Programs Director

Mark DeRuiter, 612-624-5755

derui001@umn.edu

105A Shevlin Hall

- Directs the Davis Speech-Language-Hearing Center
- Responsible for the clinical education of students enrolled in the Department of Speech-Language-Hearing Sciences
- Teaches SLHS 5401 'Counseling and Professional Issues'

Research Associate

Edward Carney; 612-624-0056 (Office); 651-398-6281 (Mobile)

carne006@umn.edu

1 Shevlin Hall

- Provides user assistance with equipment and software
- Assists with research implementation, statistical design/analysis, and research programming requirements
- Assists with technology, programming and statistics for student projects
- First person to contact for technology needs in Shevlin Hall offices, laboratories, and classrooms

Professors

Arlene Carney, 612-626-9545

carne005@umn.edu

36 Shevlin Hall

Ph.D., University of Minnesota

Aural Rehabilitation, Cochlear Implants, Speech Perception in Children

Benjamin Munson, 612-624-0304

munso005@umn.edu

47 Shevlin Hall

Ph.D., Ohio State University

Phonological development and disorders, laboratory phonology, sociolinguistics

Peggy Nelson, 612-625-4569

peggynelson@umn.edu

34 Shevlin Hall

Ph.D., University of Kansas

Audiology, hearing aids, cochlear implants, speech perception in noise by hearing impaired listeners

Joe Reichle, 612-625-6542 reich001@umn.edu
247 Educational Sciences Building
Ph.D., University of Wisconsin-Madison
Autism Spectrum Disorders, augmentative communication systems, positive behavioral support
strategies, communication intervention for persons with severe developmental disabilities

Robert Schlauch, 612-624-7001 schla001@umn.edu
205A Shevlin Hall
Ph.D., University of Washington
Diagnostic audiology, hearing measurement, psychoacoustics

Associate Professors

Jayanthi Sasisekaran, 612-626-6001 sasis001@umn.edu
220B Shevlin Hall
Ph.D., University of Toronto
Stuttering; Language-speech motor interactions

Peter Watson, 612-624-1010 pjwatson@umn.edu
51 Shevlin Hall
Ph.D., University of Arizona
Speech motor control, neuronal activity in relation to speech, prosody and its control

Yang Zhang, 612-624-7818 zhang470@umn.edu
46 Shevlin Hall
Ph.D., University of Washington
Auditory neuroscience, speech perception, language acquisition, bilingualism, autism

Assistant Professors

Jessica Brown, 612-626-9688 brow4565@umn.edu
53 Shevlin Hall

Evelyn Davies-Venn, 612-626-0317 davi0618@umn.edu
119C Shevlin Hall

Lizbeth Finestack, 612-624-6090 finestac@umn.edu
54 Shevlin Hall
Ph.D., University of Kansas
Child language disorders and intervention; Developmental disabilities

Sheri Stronach, 612-625-9326 sstronac@umn.edu
225 Shevlin Hall
Ph.D. Florida State University
Child language, autism, and multicultural issues

Clinical Specialists

Sarah Angerman, 612-624-2617 erick147@umn.edu
119G Shevlin Hall
Ph.D., University of Minnesota
Clinical Audiology, auditory processing, hearing conservation, hearing aids

Mark DeRuiter, 612-624-5755 derui001@umn.edu
105A Shevlin Hall

Ph.D., University of Minnesota
Speech perception, aural rehabilitation, language development and disorders

Marilyn Fairchild, 612-624-9314 fairc003@umn.edu
17 Shevlin Hall
M.A., University of Minnesota
Communication problems of children and adults with developmental speech and language disorders and communication differences and/or disorders in members of culturally or linguistically diverse populations

Linda Hinderscheit, 612-624-8590 hinde001@umn.edu
215G Shevlin Hall
M.A., University of Minnesota
Communication problems of children and adults with developmental speech and language disorders, with emphasis on disorders of fluency (stuttering and cluttering).

Becky Lulai, 612-624-9027 lude0008@umn.edu
24 Shevlin Hall
Adult rehabilitative speech and language therapy, brain injury rehabilitation and pediatric developmental speech and language therapy.

Kerry Witherell, 612-301-1052 kwithere@umn.edu
119P
Clinical audiology, hearing aids, implantable devices.

Shevlin Hall

1. **Access and Keys for Shevlin Hall:** Shevlin Hall is unlocked at 7:00 a.m. every weekday (except U of M holidays). The outside doors to Shevlin Hall are locked at 7:00 p.m. daily and all weekend. After hours access is through your U Card at the card reader located at the side entrance of the building between Shevlin and the Child Development building, or at the Northwest entrance to the building near Patee Hall. You should verify that your card will open this entrance early in the semester by contacting the Department Administrator. If you need to be here alone evenings or weekends, we encourage you to inform the University Police Department, 612-624-3550.
2. Graduate students will be issued a key to the graduate student room (Room 102) during Graduate orientation. Doctoral students will be issued a key to the doctoral student room (Room 10). **All other requests for keys to other laboratory and/or clinical rooms in Shevlin Hall must be authorized in writing by a supervising faculty member filled out on the key authorization form.**
3. **Building security:** DO NOT LEAVE VALUABLES UNATTENDED. Each year several wallets and purses are stolen in Shevlin Hall, as well as other buildings on campus. We have been advised by the police to inform everyone who uses the building about how to maintain building security. Please help us by following the guidelines below:
 - Keep department and clinic keys separate from your clinic and department ID badges. Clinicians may exercise the right to check their practicum students, to ensure students keep the items separate.
 - In the event you lose your department keys, clinic ID badge, or UCard, please inform the main office right away. Either stop in to the office or email klue0054@umn.edu so that the office staff can respond appropriately.
 - If you notice anyone or anything out of the ordinary, please inform the main office.
4. **Parking permits for Shevlin Hall:** The University has issued special parking permits to our department for use by clients of the Davis Speech-Language-Hearing Center and research subjects (for parking near Shevlin Hall). Permits and instructions for use may be obtained in the main office- 115 Shevlin. The parking permits must be signed out and managed through the department reception desk. Please email slhs@umn.edu to check for availability. Office hours are from 8:00 a.m.-12:00 noon and 1:00-4:30 p.m., Monday-Friday. If you have a noontime, evening, or weekend client or subject, plan ahead and obtain a parking permit during office hours.
5. **Speech-Language-Hearing Sciences ID badge:** If you engage in clinical service delivery, you will be required wear your University ID Badge (U Card) as your ID. You can obtain the U Card Office, G22 Coffman Union. These badges should be worn in every practicum setting, including Shevlin Hall.

The UNIVERSITY of MINNESOTA Campus – Useful Websites

1. **Graduate School:** <http://www.grad.umn.edu/students>
2. **U Card (U of M ID card):** For information about U cards, go to: www.umn.edu/ucard
3. **Maps of campus:** <http://onestop.umn.edu/Maps/>
4. **Parking and Transportation:** Here (<http://www1.umn.edu/pts/>) you will find information on lightrail, busing, parking, biking and walking safely: use your judgment in walking unescorted in the evening hours. The U of M's escort service will walk you anywhere on campus and a certain distance off campus 24 hours a day. The number is 624-WALK. Emergency telephones are located across campus and have blue lights on top to help spot them.
5. **Bus and Lightrail to campus:** The U-Pass is a transit pass that provides unlimited rides 24 hours a day. Any currently registered student at the University of Minnesota who has a U-Card and has paid the transportation fee is eligible for a U-Pass. Follow <http://www1.umn.edu/pts/bus/upass.html> to order a U-Pass online.
6. **Post offices:** Coffman Union, Dinkytown Station (1311 4th St. S.E.), and St. Paul Student Center (2017 Buford Avenue). Mailboxes are located throughout campus.
7. **Copying Services on Campus:** *Printing Services* operates multiple copy center locations providing on-campus copying services. To locate the center nearest you, go to: <http://www.printing.umn.edu/copycenters/index.html>. Most campus copy machines accept only U cards with cash accounts.
8. **University Libraries:** The University of Minnesota Libraries is one of the University's and the State's greatest intellectual and capital assets. LUMINA, the online network, provides computerized access to the Libraries' collections and serves as a gateway to local, national, and global information sources. MNCAT (<https://www.lib.umn.edu/>) the Libraries' online catalog, provides a nearly complete listing of book and journal holdings. Since 1992, the Libraries have been adding full-text journal articles to its databases, and there are now more than 1,000,000 complete articles available online from Libraries and remote computers.
You will need a valid **U Card (U of M ID card)** to check out materials from the libraries.
9. **Student addresses and phone numbers:** To make changes for the official University records, go to <http://onestop.umn.edu/> and select "Personal Information."
10. **Student email accounts:** The official means of communication between faculty/staff and students is through the University's email system: www.gmail.umn.edu. Students are responsible for obtaining all information received by email. The official policy, noted below, allows students to set up email forwarding. However, in the event a client wants to communicate via email, and has signed an email release, you cannot use email forwarding, you can only use your University assigned student email account.

"A University assigned student email account shall be the University's official means of communication with all students on the Twin Cities campus. Students are responsible for all information sent to them via their University assigned email account. If a student chooses to forward their University email account, he or she is responsible for all information, including attachments, sent to any other email account."

FINANCIAL AID OPTIONS

Fellowship and Scholarship Funds

The Department has a strong focus on the research and teaching experiences of students. Several funds have been set up to support student training. Information regarding applications for these funds can be found at <http://slhs.umn.edu/grad/funding.html>. Alumni and friends of this department have made generous donations to the following funds:

- Leslie E. Glaze Graduate Fellowship Fund (for Ph.D. students)
- Bryng Bryngelson Research Fund (for all graduate and undergraduate students)
- Clark D. Starr Family Fellowship (for M.A. students)
- Robert G. Robinson Scholarships (for Au.D. students)
- Charles E. Speaks Graduate Fellowship fund (for Ph.D. students)
- Mildred Templin Graduate Fellowship fund (for Ph.D. students)

Contributions are enormously helpful in enabling us to meet the educational needs of students.

Forms of Financial Assistance

We encourage you to investigate potential forms of support:

Work Study Program: http://onestop.umn.edu/finances/financial_aid/work_study/index.html

333 Bruininks Hall

If you think you qualify, we encourage you to apply and then notify Mary Beth Kluesner once you have been notified that you are eligible. She will notify faculty and staff of your status.

U of M Job Center: <http://www1.umn.edu/ohr/studentemployment/>

170 Donhowe Bldg, 612-625-2000

This office maintains a list of general on campus job openings through their website for undergraduate and graduate students (e.g., clerical, food service, lab technicians, etc.)

Fellowships & Grants: <http://www.grad.umn.edu/funding-tuition/fellowshipsandgrants>

321 Johnston, 612-625-7579

This Graduate School Office maintains a list of various forms of financial support available to graduate students. Some forms of aid are discipline-specific, others are not.

***Graduate Assistant Employment Services:** <http://www1.umn.edu/ohr/gae/>

545 West Bank Office Building, 612-624-7070

This office maintains lists of on-campus openings for graduate teaching and research assistants.

*Teaching Assistantships are typically reserved for Ph.D. Students. In any given semester, a small number of M.A. and Au.D. Students may be selected to receive a Teaching Assistantship. There is no formal application process for Teaching Assistantships, however a survey to determine graduate student interest is sent each semester. The Department Chair assumes all students are interested in TA-ships and assigns these based on progress through the program and fit with teaching needs. Some faculty members may have Research Assistantship positions available. These positions are at the discretion of individual faculty members, not the department.

Note that Students who hold teaching or research assistantships **must register each fall and spring semester for 6 credits of coursework, pre-thesis, or thesis credits to maintain their assistantships.** To be eligible to hold an assistantship appointment, students must have been admitted to the Graduate School and be registered for the term of the appointment. Please refer to Graduate Assistant Policy:

<http://www.policy.umn.edu/Policies/hr/Hiring/GRADSTUDENTEMPLOYMENT.html>

Other Funding Options

Minnesota Speech-Language-Hearing Association (MSHA): Visit <http://www.msha.net/> for student scholarship opportunities.

American Speech-Language-Hearing Association (ASHA): Visit <http://www.asha.org/> for student scholarship opportunities.

REGISTRATION and TUITION INFORMATION

Course Information

Course information available online at: <http://www.onestop.umn.edu/> (Use the 'Class Schedule' and 'Class Search' links.)

Register for Classes

Students can register for classes in the following ways:

- Online: <http://onestop.umn.edu/registration/index.html> Computers are available for internet access in the Grad Student room (102 Shevlin). Shevlin Hall also has wireless internet access throughout the building. A web registration tutorial is available online at: <http://onestop.umn.edu/howto/enroll.html>
- In person at a Student Services Center (find one here: http://onestop.umn.edu/contact_us/). You will need to bring a Registration and Cancel/Add Form with you (see below).

Note: Registration is not required during the summer semester. However, summer registration may be crucial to timely completion of your degree. Students should consult with their advisors regarding summer registration.

Changing Your Registration

Print a Registration and Cancel/Add Form at: <http://onestop.umn.edu/forms/index.html>

Adding/Canceling of courses can be done online or in person at a Student Services Center. For further information, go to: <http://onestop.umn.edu/howto/>

Students are responsible for monitoring the deadlines for canceling or adding courses.

<http://onestop.umn.edu/calendars/index.html>

Registration Check List

This checklist provides useful information for registration online or in person and is located at: <http://onestop.umn.edu/registration/prepare/checklist.html>

Certain courses require **prerequisites and/or instructor consent**. When instructor consent is indicated, you'll need a permission number to register. **After you have spoken with the instructor and obtained instructor approval**, you may obtain a permission number from 115 Shevlin (slhs@umn.edu) – specify the course number and section number of the course. Common courses that require a permission number are: SLHS 5993, SLHS 8720, SLHS 8820, SLHS 8840, SLHS 8777, and SLHS 8994.

Please note that you must declare your **choice of grading system (A/F or S/N)** as part of your initial registration for the semester. In our department, all professional courses must be taken for letter grade (A/F). Practicum registrations (SLHS 8720, 8820), Plan A thesis (SLHS 8777) and Plan B comprehensive examinations (SLHS 8994) must be taken S/N. Related fields courses may be taken A/F or S/N. Changes in grading option must be made **within the first two weeks of the semester** and must be processed as a registration change.

Holds

If you have a hold on your record, you may not register or, in many cases, obtain transcripts until that hold is cleared with the office imposing the hold. A hold may be imposed for financial indebtedness to the University (e.g., for unpaid tuition or library fines, or delinquent health service payments) or for disciplinary or scholastic reasons. Notice of any hold, including the name of the department or office where it may be cleared, is available online: <http://onestop.umn.edu/> under "Quick Links" following the link: "Holds."

Maintain Full Time Status

A full-time student must register for a minimum of 6 credits for the Fall and Spring semesters. Within a range of 6-14 academic credits per semester, a student pays a flat tuition fee. When students register for fewer than 6 credits, registration is on a per credit basis. Students who are appointed as teaching or research assistants by the university must be registered in fall and spring semesters.

Health Insurance and Immunization Requirements - required prior to registration

Health Insurance

If you register for six or more credits and are admitted to a degree program, but do not have health insurance, the University will automatically enroll you in the University-sponsored Student Health Benefit Plan. The insurance fee will be entered on your fee statement and must be paid along with your tuition and fees. For further information, go to: <http://www.bhs.umn.edu/insurance/insurance.htm>. If you have your own health insurance, simply provide the name of your insurance provider and your policy number during on-line or in-person registration.

Immunization Requirements and Holds

All students born after December 31, 1956, are required by Minnesota state law to be immunized against diphtheria, tetanus, measles, mumps, and rubella. You received a student immunization record with your admissions letter. If you are not adequately immunized, you must get immunized against the diseases listed above. For more information and to download a copy of the Student Immunization Form, go to: <http://www.bhs.umn.edu/immunization-requirements.htm>

ADDITIONAL INFORMATION

Transcripts

Official transcripts can be ordered from Onestop at 333 Science and Student Services Building or online. Official transcripts are available for a nominal fee. Unofficial transcripts are free. Go to:

<http://www.onestop.umn.edu/onestop/grades.html>

Tuition and Fees

You may view your student Account: <http://onestop.umn.edu> under “Finances.”

Each time you register, or cancel/add, your account is adjusted.

Graduate Assistants

If you have a Graduate Assistantship, please contact the department administrator about your tuition waiver.

Communication Proficiency

Students in the program must maintain a level of written and verbal communication proficiency in English that allows them to complete their practicum and coursework assignments fully and competently. Our department's practicum requirements follow the university's English-language requirements for teaching assistants who lead a recitation, discussion, or lab section of a course. Students who do not achieve this are able to take English Communication Coursework at the University to help them reach the level of proficiency needed to complete practicum. These policies and procedures are described fully in the following URL:

<http://policy.umn.edu/policies/hr/performance/language.html>

Student Grievance Process

It is the student's responsibility to be aware of Board of Regents Policies as they apply to students and student employees. (See the University Board of Regents policy web site at <http://www.umn.edu/regents/polindex.html>). For University grading policies see: [Uniform Grading and Transcript Policy](#).

Overall, there are internal and external processes. Both of these are outlined below:

Internal Process

If students have a grievance issue, the Department of Speech-Language-Hearing Sciences recommends that they use the following resolution process:

- First, it is expected that the student will meet with and attempt to resolve the issue with the faculty member in question.
- Second, if the student has met with the faculty member and the problem has not been resolved, then the student should contact the Director of Graduate Studies, Clinical Program Director, or the Department Chair. Students should be aware that there may be limits to confidentiality with any of these personnel. Complaints that are submitted directly to the Department Chair are reviewed in consultation with the Director of Graduate Studies/Clinical Program Director depending upon the specific nature of the complaint.

External Processes

If a student does not choose to meet first with a faculty member, the student may also directly contact the [Student Conflict Resolution Center](#) (612-624-7272, 254 Appleby Hall, sos@umn.edu) for advice and representation in areas of formal and informal University proceedings (for example, student conduct code issues, dorm incidents, employment problems, academic disputes, financial aid grievances, academic misconduct charges, student judicial issues). Students may also contact this office for assistance and advice for any campus-based problem or complaint (for example, grade or instructional complaints, registration requirements, unfair treatment, financial aid

or billing problems). The Student Conflict Resolution Center can help identify resources and options, find answers to questions, and arrange conferences or mediate disputes. Students should be aware that there are time limits for taking action in some cases.

For employment-related grievance issues, students may contact the [Office for Conflict Resolution](#) (formerly the University Grievance Office) at 612-624-1030 (662 Heller Hall, conflict.resolution@umn.edu).

If students have experienced any form of discrimination or harassment, they can seek assistance and advice from the Office of Equity and Diversity at 612-624-9547, eoaa@umn.edu, 419 Morrill Hall, <https://diversity.umn.edu/eoaa/>

Students also have the option to register complaints regarding a Graduate Education Program with the Council on Academic Accreditation (CAA). The CAA is a semi-autonomous branch of the established through the Legislative Council of the American Speech-Language-Hearing Association (ASHA) . Jurisdiction of complaints, complaint processes, and timelines are available to students and the public at: <http://www.asha.org/academic/accreditation/accredmanual/section8.htm>

II.

The Doctor
of
Audiology Program
(Au.D.)

MISSION OF DOCTOR OF AUDIOLOGY PROGRAM

The Doctor of Audiology (Au.D.) degree is designed to prepare students primarily for careers in clinical service delivery in audiology. Most graduates of the Au.D. program hold clinical positions in hospitals, community clinics, private practices, schools, universities, and other facilities around the country where they evaluate and treat individuals with hearing disorders. The doctor of audiology program combines academic coursework and clinical education experiences in the environment of a major research university where faculty are actively engaged in pursuing questions that have clinical relevance and impact.

In keeping this mission, we encourage students to take advantage of the numerous educational, clinical, and research opportunities that include special colloquia, presentations, and workshops presented by our department and others at the University of Minnesota and within the local professional community. Our department schedules colloquia throughout the school year. Notices of such presentations are posted on bulletin boards throughout Shevlin Hall.

The Au.D. program is accredited by the Council of Academic Accreditation in American Speech-Language-Hearing Association (ASHA). Students who complete the Au.D. and meet all departmental & ASHA requirements are typically eligible for clinical certification by ASHA. Clinical certification is granted upon graduation with the completion of the appropriate paperwork.

If students desire to obtain a different credential after graduation (e.g. Board Certification in Audiology), they should meet with the Director of Clinical Programs as soon as possible in order to meet requirements.

Note: The graduate curriculum in audiology allows students to achieve an M.A. in Speech-Language-Hearing Sciences with a formal track in Audiology (henceforth MA/SLHS-A) on the way to obtaining their Au.D.. Though this degree is not accredited by the American Speech-Language-Hearing Association, by earning the M.A./SLHS-A students will be able to enter their fourth-year externships with an earned graduate degree, which may make them more competitive in Audiology.

GRADUATE ADVISING for Au.D. STUDENTS

Beginning the Au.D. Program – Initial Advising

Upon acceptance into the Au.D. program, the Director of Graduate Studies will send each student an e-mail asking students to choose a date for the initial advising appointment, usually in the summer preceding fall enrollment. During this initial advising meeting, each student will meet with the Director of Graduate Studies and the Director of Clinical Programs in small groups. These faculty members will review each student's undergraduate transcripts to determine which courses should be taken during the first fall semester. In addition, they will consult with each student about his or her interests. After the meeting, the DGS will assign a permanent academic adviser for each student.

At the initial advising meeting, each student will receive a copy of several forms that are important for completion of the Au.D. degree. The first form is the **Department Curriculum Form** (*Department of Speech-Language-Hearing Sciences & ASHA – Au.D. Curriculum in Speech-Language Pathology – this form is discussed in detail in subsequent section*). Each student will complete this form, both electronically and on paper, to verify that his or her undergraduate and graduate courses meet the certification standards of the American Speech-Language-Hearing Association as well as the requirements of the Department of Speech-Language-Hearing Sciences, the College of Liberal Arts, and the Graduate School. This form contains all the requirements for ASHA certification and for departmental and Graduate School requirements. The completed form will be kept in your permanent file and in your academic adviser's file.

At the initial advising meeting, students should complete as much of this form as possible, based on the undergraduate courses that have been taken. The sections that can usually be completed are called "ASHA Foundational Requirements" and "Foundations of Practice & Introductory Professional Courses" on the first page of the form. The DGS and the DCP will assist students initially in completing this form. Later, the academic adviser will work with the student to complete the form throughout the program.

Entries in the form consist of course numbers and titles from the Department of Speech-Language-Hearing Sciences. To determine whether courses from other universities meet ASHA and departmental prerequisites, consult with instructors of departmental courses. Students should bring a copy of their course syllabi to that meeting to assist in the decision. If a course in the Department of Speech-Language-Hearing Sciences is judged to be equivalent to the undergraduate course from another institution by the course instructor, the student enters that information on the form. If the course is either non-equivalent or partially equivalent, the student must enroll in the needed course in the Department of Speech-Language-Hearing Sciences or in a Directed Study (SLHS 5993) to make up the information that was not included in the undergraduate course. For example, students sometimes enroll in (SLHS 3305W) *Speech Science* or (SLHS 3306) *Hearing Science*.

All students will enroll in the required courses in their major in the same order if they have completed all of the prerequisite courses when they begin their program. A sample order of coursework can be found as an appendix to this document.

Students accepted into the Au.D. program have the option of earning an M.A. in Speech-Language-Hearing Sciences with a Formal Track in Audiology (MA/SLHS-A) after the end of their third year of Au.D. courses. This degree is not accredited by the Council on Academic Accreditation – American Speech-Language-Hearing Association. To do this, students must register for 4 credits of SLHS 8994, and complete an oral defense of their third-year written comprehensive examinations. The students must also file two forms with the graduate school, an online Change of Status application and Graduate Degree Plan Form, by mid fall semester of their third year. These forms are separate from the forms that must be filled out for the Au.D.

Though the MA/SLHS-A is not accredited through ASHA, it will allow students to enter their fourth-year externship with an earned graduate degree. The remainder of this document emphasizes the Au.D.

The Graduate Academic Adviser

The academic adviser oversees a student's program, provides advice and consultation to the student, and directs the student's written comprehensive examination and capstone project. The academic adviser serves as the Chair of the student's oral examination committee.

Please communicate regularly with your adviser. A student may change academic advisers by writing to the DGS to request the change. The student must consult with the previous academic adviser as well as the new academic adviser and provide evidence of this in the email to the Director of Graduate Studies.

Changing Advisers. A student may change academic advisers by writing to the DGS to request the change. The student must consult with the previous academic adviser as well as the new academic adviser and provide evidence of this in the email to the Director of Graduate Studies.

Required Paperwork for the Au.D.

There are three important forms that you will need to complete during your Au.D. program. There is a Checklist located in Appendix A that will help you complete these forms. The forms are:

- [Departmental Curriculum Form](#) (Note: This form will also be shared with you on Google Docs)
- [Graduate Degree Plan](#)
- Knowledge and Skills Acquisition Form (KASA)

THESE FORMS MUST BE SIGNED BY YOUR ADVISOR AND COMPLETED ALONG WITH THE CHECKLIST, AND A COPY OF YOUR U OF M TRANSCRIPT. THIS PAPERWORK IS SUBMITTED AS A PACKET, to the Graduate Personnel Coordinator BY EARLY OCTOBER of your third year of enrollment.

Department Curriculum Form

This form is a planning document and a record of completed coursework and practicum. Submit this form by the beginning of your second academic year along with your Graduate Degree Plan.

1. Complete the Department Curriculum Form Doctor of Audiology (Au.D.). This is the form that was begun at the initial advising meeting with each student. An electronic version of this form will be shared with both the student and her/his adviser after the beginning of fall semester and is shared via GoogleDocs.
2. The student should meet with the adviser to discuss the program over the four-year period. The student will need to refer both to his/her undergraduate and graduate transcripts to complete the form. The student should continue to update the form as courses are completed, until it is ready to be submitted to the adviser for their signature.
3. When the form is completed, obtain your adviser's signature. Submit this along with the Graduate School Graduate Degree Plan to The Graduate Personnel Coordinator (the Graduate School Graduate Degree Plan is discussed in the subsequent section). The Graduate Personnel Coordinator will review it carefully, make a copy for your records, and give it to the DGS for her/his signature and a final review, The Graduate Degree Plan will then be forwarded to the College of Liberal Arts for processing (The Department Curriculum Form will be placed in your file).

Graduate Degree Plan

The Graduate Degree Plan is required by the Graduate School. This form is filed as an agreement between the student and the Graduate School that these courses are to be taken in order to receive a Master's or Doctoral degree. A separate Graduate Degree Plan is required for the Master's and Au.D. degrees.

1. The student should complete the Graduate Degree Plan for the Graduate School. This form may be downloaded from the Graduate School web site <http://www.grad.umn.edu/current-students/forms>. Other forms are also available via <http://slhs.umn.edu/grad/handbook.html>. The Department of Speech-Language-Hearing Sciences requires that your **Graduate Degree Plan be completed by the fall of the third year of study.**

Read all the instructions on the Graduate School website before completing the form. Here are several highlights of the instructions:

List all courses chronologically, both those that have been taken and those that will be taken.

- List 4xxx, 5xxx or 8xxx level courses that you took as a graduate student on Graduate Degree Plan. You may have taken lower-division courses (i.e., 3xxx courses) to fulfill prerequisites or ASHA requirements, but these should NOT be listed on this form. Do list your grades in A/F or S/N format. Total up the credits for courses in your major separately from courses outside your major (i.e., related field's courses).
- Students taking a Plan B/Master's Degree option must register for 4 credits of SLHS 8994 (Directed Research).
- Transfer credits may be placed on the plan with an accompanying transcript if they were taken at the graduate level at another institution.
- For any course where you have not earned a grade (i.e. courses to be taken in the future), leave the grade field blank.

Once the Department Curriculum Form and Graduate Degree Plan are complete, turn in the following forms to your academic adviser so they can review and sign off on them. Please note that if you do not submit all of these documents together, signed, the packet will be returned to you.

- Departmental Curriculum Form
- Graduate Degree Plan
- Unofficial Transcript

Finally, give the forms to the Graduate Personnel Coordinator for review (mailbox in room 117, or in person in room 115); the forms will be reviewed and forwarded to the DGS for a signature. Graduate Degree Program forms will then be forwarded to the College of Liberal Arts for processing (The Department Curriculum Form will be placed in your department file).

Examining Committee

Note that you will be required to have an examining committee for the M.A. and Au.D. degrees. The committee will conduct the final oral examination (oral defense) of the student.

- The committee for the M.A. consists of a minimum of three members – two from within the Department of Speech-Language-Hearing Sciences and one from outside the department. The academic adviser serves as the Chair of the committee. The student asks the committee members if they are willing to serve on the committee. Outside members of departmental committees can come from a number of departments including our own. For instance, a student in Au.D. may request that a Speech-Language Pathology faculty member serve as an outside committee member. Frequent members have come from Educational Psychology, especially from the Special Education area, Child Psychology, Psychology, Otolaryngology, Linguistics, Dentistry or Psychiatry. Students are not restricted in their choice of committee members from other departments, but they must have Graduate Faculty status.
- The Au.D. oral exam committee will consist of four committee members - three from within the Department of Speech-Language-Hearing Sciences and one from outside the department.
- Doctoral students who are course instructors are not eligible to be committee members. You can view who is able to serve on committees in the online Faculty Role List Database: https://apps.asr.umn.edu/faculty_roles/.

- Once you and your adviser have determined the content of your committee, you will submit the committee member names electronically for M.A. and for Au.D. (links are <http://www.grad.umn.edu/students/forms/masters/index.html> and <http://www.grad.umn.edu/students/forms/doctoral/index.html> for the M.A. and Au.D. degrees respectively. Note that Au.D. students do not complete a preliminary oral examination committee.)

Petitioning to Make Changes to the Graduate Degree Plan

Changes can be made to the Graduate Degree Plan by filing a Petition form with the Graduate School. Petition forms are available on the Graduate School's website <http://policy.umn.edu/forms/otr/otr190.pdf>.

Changes may be necessary if a student wishes to change from a Plan B to a Plan A option or if the student has any changes in coursework. To graduate, the Graduate School will audit the student's program plan and will authorize graduation only if all courses on the program plan are completed and on the transcript. If a student changed his/her program, the program plan must be changed. The Graduate School will not clear a student for graduation until the Graduate Degree Plan directly corresponds to the transcript. The Petition must be approved both by the academic adviser and the DGS and filed with the Graduate School.

Maintaining Active Status in the Graduate School

ALL Graduate School students are required to register in the Graduate School every fall and spring term in order to maintain active status. Maintaining active status is the responsibility of the graduate students and is required in order to participate in the University community as a Graduate School student. Students not registered every fall and spring term, as described above, will be discontinued by the Graduate School (Summer registration is not required to maintain active status).

GRAD 999 (a zero-credit, zero-fee, non-graded registration option) is an option for those Graduate School students who must register solely to meet the Graduate School's registration requirement. This option is designed for students who have completed coursework but not yet completed their degree. This is a short term solution.

If a student fails to register each semester, he or she will be discontinued and will be required to apply for readmission and pay an admission fee. If a student has been deactivated, he or she cannot register for classes, file a Graduate Degree Plan, take a final oral examination and must reapply to the M.A. Program.

Students requiring more than one semester away from their graduate studies may be served by a leave of absence. This no cost option allows the student to return within two academic years. More information is at: <http://policy.umn.edu/education/gradstudentleave>

THE ACADEMIC PROGRAM

AU.D. DEGREE CURRICULUM

The curriculum for the Au.D. degree in Audiology meets requirements of the Graduate School, the Department of Speech-Language-Hearing Sciences, and the American Speech-Language-Hearing Association (ASHA) for certification in Audiology. The following sections outline major points in the program:

Prerequisite Knowledge And Skills

Students should demonstrate knowledge in the following areas.

- Mathematics (including Trigonometry and Algebra)
- Physics

There are many different ways to demonstrate this foundational knowledge such as transcripts, test scores, independent study, etc.

Prerequisite Knowledge and Skills (Transcript Credit Required)

- Statistics (including ANOVA)
- Social Science/Behavioral
- Scientific Method/Inquiry

Note: Occasionally, one course may cover more than one area (e.g. Social Science and Scientific Method). In these cases, an adviser may approve that content in two areas have been covered in one course alone.

Foundations of Practice and Introductory Professional Courses

The courses in this section provide information needed by all Au.D. students. The courses listed below are ones that contain the that content must be completed satisfactorily before a student is awarded an Au.D. degree. These courses are prerequisites for coursework in speech, language, and hearing disorders. Transcript credit is evidence of knowledge in many of these areas. Specific numbers of credits are not needed, nor is it necessary to indicate whether the course was taken for a letter grade (A-F).

Courses with equivalent content taken at other institutions can be substituted for these courses. In some instances, the content of a course below may have been distributed across two courses or more in the student's undergraduate program. The determination of equivalence rests with the adviser in consultation with relevant faculty. Most courses in these foundations of practice courses and introductory professional courses may be completed during the undergraduate or graduate program. However, foundation of practice courses at the 3xxx level do not carry graduate credit and cannot be listed on a student's Degree Program Form.

SLHS 3302	Anatomy & Physiology of the Speech & Hearing Mechanisms	3 credits
SLHS 3303	Language Acquisition & Science	3 credits
SLHS 3304	Phonetics	3 credits
SLHS 3305W	Speech Science	3 credits
SLHS 3306	Hearing Science	3 credits
SLHS 4801	Hearing Measurement and Disorders	3 credits
SLHS 4802	Rehabilitative Audiology	3 credits

DOCTOR of AUDIOLOGY (Au.D. DEGREE)

Students completing an Au.D. must complete the following departmental requirements *in addition to all of the courses listed under foundations of practice and introductory professional courses.*

A. Required Didactic Coursework

SLHS 5401	Counseling and Professional Issues Prerequisite 8720 and/or 8820	3 credits
SLHS 5801	Audiologic Assessment I Prerequisite 4801	3 credits
SLHS 5802	Hearing Aids I Prerequisite 3305, 4801	3 credits
SLHS 5803	Hearing Loss in Children: Diagnosis Prerequisite 4801	3 credits
SLHS 5804	Cochlear Implants Prerequisite 4802, 5801, 5802	3 credits
SLHS 5805	Advanced Rehabilitative Audiology Prerequisite 4802 or equivalent	3 credits
SLHS 5806	Auditory Processing Disorders Prerequisite 4802	3 credits
SLHS 5807	Noise and Hearing Conservation Prerequisite 8801, 8802	3 credits
SLHS 5808	Hearing Disorders Prerequisite 8801, 8802	3 credits
SLHS 5810	Laboratory Module in Audiology Prerequisite 4801	1 – 2 credits max 5 credits
SLHS 5820	Clinical Research and Practice: Grand Rounds Prerequisite 4801 or equivalent	1 – 6 credits max 6 credits
SLHS 5830	Clinical Foundations in Audiology Audiology students use this course number to register for clinical observation hours (with the consent of the DCP) as well as for other forms of directed study.	
SLHS 8801	Audiologic Assessment II Prerequisite 5801	3 credits
SLHS 8802	Hearing Aids II Prerequisite 5802	3 credits
SLHS 8803	Signals and Systems in Audiology Prerequisite 3305, 3306, 4801 or instructor consent	3 credits
SLHS 8805	Hearing Science Foundations of Audiology Prerequisite Knowledge of acoustics, basic anatomy/physiology of ear, intro coursework in hearing/speech science)	3 credits
SLHS 8807	Audiologic Assessment III – Balance Prerequisite 5801, 8801	3 credits

Note that the department continues to strive to best serve its students. Occasionally, curricular changes will be made and students will have the option to “opt in” or “opt out” of any updated requirements.

B. Clinical Observation and Practicum

Observation

All students will obtain observations during the first year in the Au.D. program. The observations are completed as part of the student’s registration in SLHS 5830. Note that most external sites will require observation before the student engages in practice as well.

Practicum

Students will enroll in 17 credits of SLHS 8820 (Clinical education in Audiology) during their second and third years. Students will receive clinical education placements in a variety of settings, including schools, inpatient and outpatient health care facilities, private practices, group homes, and community centers.

Students will be scheduled for approximately 3 hours per week of ASHA-countable hours for each 2 credits of practicum.

C. Related Fields/Minor Requirements

All students must meet Speech-Language-Hearing Sciences related fields or minor requirements. To meet related fields requirements, students must complete a minimum of 8 graduate credits in one or more related fields outside the major. For a course to qualify as a related-fields course, it must be a 4xxx-level course or higher and be approved by the Audiology faculty. The department will provide students with a list of courses that have been approved for related fields in the past. Students can petition the Audiology faculty to have courses not appearing on the list count for related fields credit.

Note that Audiology students must complete at least 2 credits of related fields outside of the Department of Speech-Language-Hearing Sciences. The other 6 credits may be completed either in or outside of the department. Course offerings that are approved within the department include:

- SLHS 4402: Assessment and Treatment;
- SLHS 5603: Language and Cognitive Disorders in Children;
- SLHS 5606: Augmentative and Alternative Communication; and
- SLHS 5900: Topics in Speech-Language-Hearing Sciences

You should check with your adviser to determine whether a related fields course within the department is the best fit for you.

In addition to the above courses, students may enroll in a graduate-level statistics course to fulfill the related fields requirement. Students may apply the credits to the related-fields requirement **if a course in statistics was not completed as an undergraduate.**

To meet minor requirements, students must complete a minimum of 12 graduate credits in a single minor field outside the major. Each department determines what courses constitute a minor; consequently, a formal minor in a department may require more than 12 credits; however, the graduate school's requirement is 12 credits.

D. Exams and Projects

Written and Oral Comprehensive Exams

During the summer semester of the first year and the spring semester of the third year, students will complete written comprehensive examinations based on the content of their didactic course work in the Au.D. program. A full description of these exams can be found later in this document.

Audiology Capstone Project

SLHS 8806	Audiology Capstone	6 credits
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In the spring semester of the third year of the Au.D. program, students will register for 6 credits of SLHS 8806, Audiology Capstone. The Audiology Capstone project represents an opportunity to integrate research literature with clinical practice. The product of the capstone project is a comprehensive written paper detailing assessment and treatment procedures used for a virtual patient based on evidence from the literature, or summarizing a

research project the student has completed. Students begin work on their capstone project during the fall of the third year.

In February of the third year students will inform the DGS of their intention to complete the capstone project and graduate following the successful completion of the externship. Students are expected to finish their capstone project prior to September 1 of their fourth year, i.e., concurrent with or shortly after they have begun their fourth-year externship. Students who have not completed their capstone project by this date must write a formal letter to the DGS explaining the timeline for their completion of this project. This letter must be endorsed by the student's adviser. Upon completion of the capstone project, students should schedule a meeting with the DCP regarding their application for licensure.

E. Degree Completion and Externship

Candidacy

Students become a candidate for an Au.D. degree after they have successfully completed and defended their capstone project. Note, however, that "Au.D. Candidate" should not be used as a professional designator during the externship in the state of Minnesota (and many other states).

MA Completion

Students who wish to receive the optional, non-ASHA accredited MA/SLHS-A may do so after they have finished all of the courses required for that degree, listed in Appendix of this handbook, and have successfully passed the oral examination in which they defend their written comprehensive examination.

Externships

After becoming a candidate, the student is eligible to begin their externship experience. An externship is meant to provide students with an extended clinical experience in one or more settings. Students are typically given more independence in an externship than they were in the closely supervised clinical practicum enrollments completed earlier in the degree.

The student should enroll in Audiology Externship (SLHS 8840) for at least two semesters. These credits are assigned by the DCP and spread over two or more semesters*. A minimum of 17 credits of SLHS 8840 are required for the Au.D. degree.

*Please seek the advice of the DCP before signing up for any externship credits (SLHS 8840).

F. Certification and Licensing

Upon completion of the program, students may be eligible for the American Speech-Language-Hearing Association (ASHA) Certification of Clinical Competence (CCC) or certification by the American Board of Audiology (ABA). Links to more information are below. If you are interested in either certification, please speak with the Director of Graduate Studies.

ASHA CCC: <http://www.asha.org/Certification/AboutCertificationGenInfo.htm>

ABA Certification: <http://www.boardofaudiology.org/board-certified-in-audiology/>

DETAILED DESCRIPTION of the Au.D. DEGREE REQUIREMENTS

Clinical Timeline for Au.D. Students

Timeframe	Anticipated Experience	Anticipated Outcome
First Year – Fall and Spring Semesters	<ul style="list-style-type: none"> -Participation in Lab Module, preclinical observation, Clinical Foundations and Grand Rounds -Comprehensive exam covering year one of the program 	<ul style="list-style-type: none"> -Initial preparation for clinical activities
Second Year – Fall and Spring semesters	<ul style="list-style-type: none"> -Participation in Clinical Activities in the Davis Speech-Language-Hearing Center -Observation opportunities in the community 	<ul style="list-style-type: none"> -Initial preparation for external practicum -Experience variety of settings to assist in goal setting for third year
Second Year – Summer semester	<ul style="list-style-type: none"> -File graduation paperwork for Au.D. -File paperwork for optional MA/SLHS-A -Internal and/or external clinical placements -Possible further observation opportunities 	<ul style="list-style-type: none"> -Preparation for broad-based clinical learning -Continue broad-based educational experience
Third Year – Fall Semester	<ul style="list-style-type: none"> -External Placement -Begin Search for Externship -Meet with DCP and Adviser to determine clinical needs -Interview for Au.D. Externship -Check Praxis Exam Dates 	<ul style="list-style-type: none"> -Further acquisition and refinement of knowledge and skills -Plan for the future -Professional certification groundwork
Third Year – Spring Semester	<ul style="list-style-type: none"> -Complete comprehensive exams covering material after the 2nd year -Oral Examination for optional MA degree in SLHS-A -Final Details to Secure External Placement -Complete Capstone Project -Complete the optional MA degree in SLHS-A -Apply for Minnesota/Other State Licensure - Confirm with DCP and Audiology Faculty that you meet minimum standards -Take Praxis Exam 	<ul style="list-style-type: none"> -Academic preparation with clinical focus - Further acquisition and refinement of knowledge and skills -Prepare for best “match” between knowledge and skill needs and externship setting -Secure Externship position -Academic preparation with clinical focus - Prepare for Externship position. -Preparation for professional credentialing
Fourth Year	<ul style="list-style-type: none"> -Initiate Externship 	<ul style="list-style-type: none"> -Further development of knowledge and skills
Completion of Externship	<ul style="list-style-type: none"> -Apply for ASHA CCC/ABA Credentials -Apply for permanent state licensure 	<ul style="list-style-type: none"> -Professional credentialing completed

Comprehensive Exams

The Exam Format

The Au.D. comprehensive examination process is divided into two written exams: the first portion of the examination occurs during the summer following the first year; the second portion occurs during January of the third year. The first exam will cover the material from the first year of the audiology assessment and hearing aids courses (SLHS 5801, 5802, 8801 and 8802). The year 3 exam will cover all other material from the audiology curriculum.

The first-year examination is comprised of two multi-part case questions. The first case question concerns diagnostic audiology (material taken largely from 5801 and 8801); the second case question concerns amplification (material taken largely from 5802 and 8802). The two questions are completed in a 2-hour testing period.

The third-year examination consists of eight short-answer questions addressing issues in topics that may include: hearing disorders, calibration, otoscopy, hearing conservation, auditory development, hearing science, auditory processing disorders, and drawing and interpreting test results (e.g., tympanograms, ABR, audiograms, specification sheets for hearing aids). This list of topics is representative but not exhaustive. Each of the eight questions has multiple parts that emphasize assessment and intervention and/or the importance of theory to practice. The questions are written in a single four-hour session. The questions may draw upon knowledge that was covered previously in the first portion of the comprehensive exam.

Grading

Each of the ten questions in this exam will be graded on a scale from 0-100. Students must earn an 80% on each question in order to pass.

The DGS will review the exams, and will contact students when it is time for them to make an appointment with their adviser to review the results of their exam. Students will be informed about their performance on their written comprehensives by their academic advisers.

Students who do not pass the written exam may rewrite the comprehensives later in the same semester after the first attempt, after meeting with their adviser and appropriate faculty members. Students must rewrite in each of the areas for which they received a failing grade. The general content area for failed questions will remain the same for the retake, but the questions will be reformulated. Students have the opportunity to rewrite only once. Students must pass the first portion of the comprehensive examination in order to continue in the second year of the program. The same is true for the third year exam. Students must pass this exam to complete the program, with only one opportunity to rewrite the exam. Rewriting an exam is considered a “academic remediation” activity.

Final Oral Examination for the MA/SLHS-A

Students wishing to receive the optional MA/SLHS-A must have an oral examination of their written comprehensive exam. The oral examination tests students’ ability to effectively integrate and communicate information. Coursework in the major and related fields/minor and clinical education experiences serve as the foundation for the examination. Times for the oral examination are arranged by students with their committee. The oral examination lasts about 30-60 minutes and is given by the committee of three faculty members: The academic adviser (committee Chair), another audiology faculty member, and a faculty member from another field representing the related fields/minor content area compose the oral examination committee. In general, the examination will cover students’ (a) specialty areas, (b) areas of weakness identified on the written comprehensive project, and (c) related fields/minor content. The specific form of the examination is determined by each committee, but typically consists of questions and points of discussion. Students’ performance on the final oral examination is graded pass/fail. Students who fail the examination may be granted one opportunity to retake the examination provided that the student is given a unanimous recommendation of the examining committee that the student be allowed a retake. The reexamination must be conducted by the original examining committee. Students who fail a second time may not receive the MA degree in SLHS-A. Note: Re-taking an oral exam is considered an “academic remediation” activity.

Steps in Completion of the Oral Examination for the MA

1. Once your degree program is approved, you must “request” your Graduation Packet online here: <http://www.grad.umn.edu/students/doctoral/index.html>. This packet contains the Final Examination Report form, Graduation Instructions, and Graduate Application for Degree.
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2. Contact the Graduate Student Personnel Coordinator (slhsgrad@umn.edu) to coordinate the time and place of the oral defense. NOTE: It is your responsibility to ensure that your committee members are aware of the time and place of your oral defense.
3. Bring the Final Examination Report form that is part of the Graduation Packet to the final oral defense.
4. All members of an examining committee must be present to hold a final oral examination. If a committee member cannot attend an oral, a substitute member must be approved by the Graduate School or the final oral examination must be re-scheduled.
5. A majority of members of the examining committee must vote to pass a student for a pass on the final oral.
6. Your adviser will ask you to leave the room at the start of the oral defense so the committee can discuss your written examination. During the final oral examination, committee members may ask you questions regarding any aspect of your graduate program. At the end of the oral examination, you will be asked to leave the room while a decision is made to pass or fail.
7. **Outcome:** There are three possible outcomes of the Oral Examination: pass, pass with reservation, or fail. The voting proportions necessary for these decisions are as follows: If the committee consists of three members, a favorable verdict for passing consists of either a unanimous vote or a vote of 2-1; if the committee consists of four members, a favorable verdict for passing consists of either a unanimous vote or a vote of 3-1; if the committee consists of five members, a unanimous vote or a vote of 4-1 is needed; if the committee consists of six members, a unanimous vote or a vote of 5-1 or 4-2 is needed; and if there are seven members, a unanimous vote or a vote of 6-1 or 5-2 is needed. Candidates who do not earn committee votes in these proportions *fail* the examination. If, to achieve the minimum number of votes to reach a verdict of pass, any vote of pass with reservations is included, then the outcome will be recorded as a *pass with reservations*. A vote to pass the student with reservations still constitutes a passing vote.
8. After successful completion of the oral defense, bring the signed Final Examination Report form to the Graduate Student Services & Progress (GSSP) Offices in 160 Williamson Hall. Once this form has been processed and all of the courses on the MA Program Plan have been passed, the student may receive the MA degree in SLHS-A. Students are formally granted this degree on the last day of the month in which they complete their oral examination and complete all degree requirements.

If a student fails the oral defense, s/he brings the **Final Examination Report** to 160 Williamson Hall. The student then meets with the adviser to determine the steps that the student should take to best prepare for the retake of the oral exam, if a retake has been approved. The student is able to schedule another final oral examination with the same committee members and the process outlined above is repeated. If the student fails the retake of the oral exam, no degree can be awarded.

*The Application for Degree Form included in the graduation packet must be submitted to Onestop (222 Pleasant St.) by the first working day of the intended month you plan to graduate.

Capstone Project

In the spring semester of the third year of the MA/Au.D. program, students will register for 6 credits of SLHS 8806, Audiology Capstone using their adviser’s section number. The Audiology Capstone project represents an opportunity to integrate research literature with clinical practice. The product of the capstone project is a comprehensive, written paper detailing the outcomes of a research project, or a description of assessment and treatment procedures used for a virtual patient based on evidence from the literature.

Work on the capstone project typically begins during the fall semester of the the third year. Students will consult with their faculty adviser before approval of the research project or assignment of a case-study question that will be the focus of their capstone project. The purpose of the consultation is to discuss the advisee's strengths, weaknesses, and areas of interest. One or more of these factors will be used to guide the selection of a research project or the formation of the case study question. Research papers will follow the format typical for reporting original research: Introduction, Methods, Results, Discussion. Case study questions will be selected that encompass a broad range of topics in audiology, including diagnosis, treatment, and intervention. Each paper will contain background on the _or disorders along with details of diagnostic tests that were used. The papers will also include a description of rehabilitative methods and, if applicable, the development of a plan for intervention. References will be cited to support statements made in the paper.

This paper will be 20-25 pages in length. Papers will be written in American Psychological Association (APA) style. Consult the most current edition of the APA manual for rules for formatting the paper, including the style for headings and cited references.

The capstone paper will represent a student's independent effort, but the student's faculty adviser will provide feedback on one or more drafts. The purpose of the feedback is to point out possible errors, including errors of omission. The faculty adviser also judges when the paper is ready for presentation and defense.

Final Oral Examination: Capstone

After all coursework from the Degree Program Plan is completed and after a faculty adviser judges that a paper is ready for defense, a student will schedule to present the results of the capstone project to faculty, staff, and students, typically during SLHS 5820, Clinical Research and Practice: Grand Rounds. In addition, students will participate in an Au.D. poster presentation day highlighting the capstone projects. Our students take great pride in this day and they typically handle all of the scheduling of the session and verification that their advisers and committee members can attend the session.

During the poster presentation day, the student's examining committee will conduct the oral defense of the capstone project. (Note: If the student's committee members are not all available on this date, the student will still participate in the poster day while rescheduling the oral exam to another date). This portion of the exam will not be open to participation by the public. The Final Oral Examination will be a closed meeting between the candidate and the appointed examining committee that immediately follows the poster presentation of the Capstone project.

The Final Oral Examination should be taken within the same semester as the successful completion of the written comprehensive examination and after successful completion of the written Capstone project.

Outcome: There are three possible outcomes of the Final Oral Examination: pass, pass with reservation, or fail. "The voting proportions necessary for these decisions are as follows: if the committee consists of four members, a favorable verdict for passing consists of either a unanimous vote or a vote of 3-1; if the committee consists of five members, a unanimous vote or a vote of 4-1 is needed; if the committee consists of six members, a unanimous vote or a vote of 5-1 or 4-2 is needed; and if there are seven members, a unanimous vote or a vote of 6-1 or 5-2 is needed. Candidates who do not earn committee votes in these proportions *fail* the examination. If, to achieve the minimum number of votes to reach a verdict of pass, any vote of pass with reservations is included, then the outcome will be recorded as a *pass with reservations*. A vote to pass the student with reservations still constitutes a passing vote".

Pass with Reservations: "If the student passes the examination with reservations, the student is informed immediately, but the committee is permitted one week in which to convey its reservations to the student in writing, informing the student of the steps that must be taken to remove them. *A copy of this letter must be sent to the Graduate School and should accompany the signed oral examination report form.* When the student has satisfied the committee's reservations, a second letter informing the student and the Graduate School that the reservations have been removed and that the student may proceed toward the degree is also required. Both letters should be signed by the committee chair. The final oral examination may not be scheduled until the Graduate School has received a copy of the letter indicating that the reservations have been removed".

“If the committee members disagree as to whether the reservations have been satisfactorily removed, the committee chair asks for another vote, the results of which are subject to the same voting proportions as the initial vote. If the student is unable to satisfy the committee’s reservations, his or her doctoral candidacy and graduate student status may be terminated.”

Failing the Examination: According to the Graduate School, “students who fail the examination may be excluded from candidacy or the degree or may be allowed, on unanimous recommendation of the examining committee, to retake the examination, *providing the reexamination is conducted by the original oral examining committee*. In no case may the reexamination take place before 10 weeks have passed. No more than one reexamination is allowed.”

Recess: In rare cases, the Final Oral Examining committee may call for a recess of the examination without making a determination if the student has passed or failed. In these cases, the committee chair must send a letter to the dean of the Graduate School that provides a rationale for the examination recess and indicates the date on which the examining committee and the student will reconvene. If the interval is greater than one week, the committee chair must return the Final Oral Examination Report form to the Graduate School and a new examination date is set. The new form will be mailed to the committee chair one week before the scheduled meeting.

AU.D. CANDIDACY

Students become an Au.D. candidate after they have completed and successfully defended their audiology capstone project. Most Au.D. candidates “walk” at The Graduate School Commencement ceremony the semester they complete and successfully defend their Audiology capstone. However, Au.D. candidates can not officially graduate until after their externship and all other requirements are completed. Please note that students may not refer to themselves as Audiologists or sign paperwork with "Au.D." until they have completed their externship and other requirements, have received the degree, and hold appropriate licensure.

GRADUATE SCHOOL DEADLINES for GRADUATION

Graduate School degrees are awarded monthly. To graduate at the end of any given month you must:

- Submit your Graduate School Application for Degree form to 160 Williamson Hall on or before the first workday of the month of intended graduation.
- Complete all other requirements by the last workday of the month.

Graduating before the end of the term may affect your eligibility for student loans, housing, etc. Check with the appropriate office if you have questions on eligibility.

Graduate School students obtain the Application for Degree form and detailed graduation instructions as part of the Graduate Packet requested online through the GSSP website.

Commencement ceremonies are held in Spring semester. Au.D. students typically walk in the ceremony the semester they complete their written and oral exams and capstone project, before completing their externships. SLHS graduate students participate in the Arts, Sciences & Engineering Commencement ceremony. The ceremony is typically on the Friday afternoon before or after the first day in May.

Students who attend commencement ceremonies are not considered graduates of the program. You are a graduate of the program once your degree confers on your transcript.

More information regarding commencement will be provided by the department as it becomes available. Note that there is typically no Winter graduation ceremony.

CLINICAL CERTIFICATION in AUDIOLOGY

Students are eligible for clinical certification from the American Speech-Language-Hearing Association upon graduation from the University of Minnesota with an Au.D. degree if they have submitted paperwork and had it approved.

An overview of the standards is described below as listed on ASHA's website (<http://www.asha.org/certification/>).

- Typically, the Au.D. degree requires a four-year program of study.
- The requirement for a doctoral degree is mandatory.
- The standards do not stipulate the specific courses or practicum experiences that are required. The applicant will be required to demonstrate that the educational program granting the post-baccalaureate degree assessed the acquisition of knowledge and skills.
- Practicum experience that is equivalent to a minimum of 12 months of full-time, supervised experience must be completed at the graduate level.
- Demonstrated skills in oral and written communication and demonstrated knowledge of ethical standards, research principles, and current professional and regulatory issues are required.

Praxis Exam

In order to receive ASHA certification, students are required to pass the Praxis examination. Many students take this examination after they have completed all of their coursework. More information about the content of the exam is available at the ASHA website: <http://www.asha.org/certification/praxis/preparation/>. Further information about testing dates and registration can be found at www.ets.org.

If a student desires to hold a different credential such as board certification in Audiology, they should examine requirements at www.americanboardofaudiology.org/. Students who wish to obtain Board Certification in Audiology may need to complete additional practicum hours and are advised to seek consultation with the DGS.

ASHA STANDARDS and REMEDIATION PLANS

ASHA Standards

The full text of American Speech-Language-Hearing Association Standards is available on the ASHA website at www.asha.org. The ASHA Standards require that students receive both formative and summative assessments and remediation opportunities during the speech-language pathology graduate programs.

Formative and Summative Assessments

Formative assessments measure students' ongoing progress toward learning outcomes. A key part of these assessments is the opportunity for students to receive feedback about performance and self-reflect to identify ways to improve learning. Summative assessments are designed to measure students' ultimate learning outcomes in relation to departmental expectations for student achievement. Because the emphasis of formative assessment is on the learning process, these assessments usually are not graded in a conventional manner. Summative assessments typically do carry a grade or score.

Many different forms of both assessments are used throughout students' programs -- in courses, clinical placements, research forums, brown-bag discussions, clinical meetings, and comprehensive examinations and thesis projects.

Examples of formative assessments students will encounter in courses might include:

- Writing and receiving feedback on drafts of a written report
- Pre- and post-lecture self-evaluations of understanding of important material
- Peer feedback about student presentations
- Small group discussions of key course information
- Short quizzes that can be retaken until mastered
- Self-confidence ratings about understanding of course material
- Identifying for instructors the most confusing part of a lecture

Examples of summative assessments include:

- Final and mid-semester course examinations
- Course grades
- Written comprehensive examinations
- Final oral examination
- Praxis examination

Accreditation and Standards (KASA) and Academic Remediation

The University of Minnesota Clinical Au.D. Program in Audiology meets the standards set by the Council for Academic Accreditation (CAA) and is accredited by the Council on Academic Accreditation - a semi-autonomous body of the American Speech Language Hearing Association (ASHA). All academic coursework and clinical practicum requirements for the Certificate of Clinical Competence in Speech and Language Pathology and Minnesota Licensure (Minnesota Department of Health and/or Minnesota Department of Education) can be fulfilled through the Clinical M.A. Program.

The most recent certification standards developed by the Council for Clinical Certification (CFCC) of the American Speech-Language-Hearing Association (ASHA) (effective January 1, 2012) are based on knowledge and skill

achievement (“KASA”). These standards specify the knowledge and skills that a student must demonstrate before beginning the Clinical Fellowship (CF). These standards are listed in the document entitled “Knowledge and Skills Acquisition (KASA) Summary Form for Certification in Audiology.”

As an accredited program, the audiology faculty has stated which elements of the KASA are addressed in their individual courses. The syllabi for each course details how students will demonstrate the knowledge and skill achievements specified by the standards.

Assessment of achievement of the necessary knowledge and skills is a joint effort and the responsibility of students, academic and clinical advisors, instructors, and faculty members. Students are encouraged to carefully monitor their record of progress, and if indicated, initiate discussion/action to ensure timely completion of their program.

Assessment of achievement of knowledge and skill objectives is shared by academic and clinical faculty. That is, although a student may have successfully met a knowledge learning objective as part of a course, if the student cannot apply that knowledge as necessary during clinical practicum, the objective will be deemed unmet. Therefore, remedial work may be required pertaining to a specific standard, even though a student has earned a passing grade in the course.

The Council for Clinical Certification (CFCC) has developed a one page form to verify that a student has achieved all knowledge and skill outcomes specified in the standards. At the successful conclusion of the Au.D. program, this form will be signed by the Clinic Director or Chair of the Department of Communication Sciences and Disorders. This form should be submitted to ASHA along with the certification application.

Remediation Plans - Academic

Instructors use a variety of formative and summative methods to assess achievement of knowledge and skills. Instructors also use a variety of remediation tools when a student has difficulty meeting an objective. It is assumed that all objectives specified in the syllabus will be met by the conclusion of the course. For all courses in the Department of Speech-Language-Hearing Sciences, a grade of B- or above indicates that all learning objectives for the course have been met and that a student is ready to participate in practicum experiences.

Note: Occasionally, a student may obtain a grade of B- or above, having mastered most but not all learning objectives. In cases where the low grade indicates a lack of mastery of one or more standards, the student will be required to complete a plan of remediation to address the particular area of need, in conjunction with the faculty member.

For academic courses in which a C grade (C+, C, and C-) is earned, a student may be eligible, with consent of the instructor, to participate in a remediation plan. The structure of this plan is defined by the individual instructor and will include a component assessing whether the student achieves competency for the course.

An academic remediation plan is to be completed within the term following the semester in which the course is originally taken. It is for the purposes of demonstrating competency in all learning objectives. Regardless of the outcome of such plan, the student’s original course grade may not be changed. All remediation plans are formed by the instructor, in conjunction with the Director of Clinical Programs, as they affect clinical practicum assignments.

Any course grade below a C- will disqualify the student from participating in a remediation plan other than retaking the course entirely (but will not necessarily disallow the student from re-taking the course). Moreover, at the instructor’s discretion, the grade of C may necessitate that the student retake the course entirely as their remediation. Note that retaking a course could significantly delay a student’s program, impacting timely progress in both practicum and academics.

Students are given the opportunity to participate in two academic remedial activities throughout the course of the graduate degree program. Upon notice of a third remediation, the student will meet with the advisor and with the Director of Clinical Programs. The outcome of that meeting may include counseling that student out of the clinical track of the program.

III.

Bilingual and Multicultural Emphasis
Program

BILINGUAL EMPHASIS PROGRAM

The goal of the M.A. and Au.D. Bilingual and Multicultural Emphasis Program is to provide students with multiple opportunities to develop a deep understanding of variation in speech, language and hearing across ages and abilities within the context of cultural, linguistic and economic diversity. Students accepted into the M.A./Au.D. program in SLHS and into this specialty area will complete a series of learning activities designed to develop first-hand understanding of communication differences and disorders for professional purposes.

All students accepted into the M.A. program in speech-language pathology at the University of Minnesota complete a required course on Clinical Issues in Bilingualism and Cultural Diversity across the lifespan. Participation in the BI-MEP program is above and beyond this required course and is completely voluntary. Students receive additional mentorship, with the expectation that they will integrate course work and clinical practicum experiences throughout their program with an expanded sense of personal and professional knowledge related to bilingualism and cultural variation. Participation in the BI-MEP program does not add any additional cost or length to the student's graduate training program.

Learning Activities

Students accepted into the *Bilingual and Multicultural Emphasis Program* (BI-MEP) in Speech-Language Pathology or Audiology select and complete a minimum of **six** different learning activities from those listed below. Learning activities are divided into five general areas:

- Course-related Activities
- Clinical Activities
- Research Activities
- Professional Activities, and
- Language Skill-building Activities.

Activities are to be selected from at least **four** of these five general areas. Students are also encouraged to identify other appropriate learning activities within each of these areas that can be used instead of, or in addition to, those listed. **Two of the learning activities must involve a semester long commitment of at least one hour per week (for example, Spanish Vocational Group, clinical practicum, volunteer position, related field course, research lab position).** All activities should be approved by the BI-MEP advisor. Students are to specify the type of activity and date completed on the BI-MEP Learning Activities Summary form (PDF). See: <http://slhs.umn.edu/grad/bilingual.html>

1. Course-related Activities

- a. Complete a course in a related field that focuses on some aspect of linguistic, cultural or economic variation that is relevant to SLP or AUD. (This coursework may also be used to fulfill the “related fields” requirement in your M.A. or Au.D. program plan if it is at the 4xxx level or higher.)
- b. Complete a directed studies course with a faculty member on a particular topic related to linguistic or cultural diversity.
- c. Complete a written term paper or presentation on linguistic, cultural or economic variation and its relevance to speech, language or hearing disorders. (This project may also fulfill requirements for one of the required courses in the M.A. or AUD).
- d. Other

2. Clinical Activities

- a. Provide translating/interpreting services for clinical assessments, intervention, counseling or in-services on one or more occasions.
- b. Participate in an approved clinical practicum with a master clinician with recognized expertise in serving linguistically or culturally diverse children or adults.

- c. Compile or develop clinical resources that may be used in the assessment, treatment, counseling or referral of culturally or linguistically diverse clients and their families. Copies of these projects can be archived in the SLHS department or shared with the local chapter of NSSHLA. Sample projects are to: (1) develop a list of local or national resources (such as websites, materials and locations of support groups or providers) relevant to Spanish-speakers and their families with hearing loss or head injury; or (2) create culturally and linguistically appropriate educational materials (audio tapes, video tapes, brochures) on communication disorders to address the needs of different language groups; (3) develop a reading list of “cultural considerations” to be used in educating parents on language facilitation techniques for young children; or (4) develop a portfolio that explores in depth the cultural and linguistic characteristics and heterogeneity of a particular cultural or linguistic group that interests you (e.g., White Lutheran Midwesterners of Scandinavian Heritage; Black Speakers of African American English in the Midwest; the Somali Community in Minnesota etc.).
- d. Other

3. Research Activities

- a. Participate in original research on a topic related to linguistic, cultural or economic variation in the area of speech, language or hearing. This may be an independent study, a volunteer or paid research assistantship on approved projects, or completed as part of a thesis (SLP) or capstone (AUD) project.
- b. Present research findings in a public venue (at a local, national or international research forum or conference).
- c. Other

4. Professional Activities

- a. Attend monthly meetings of the Multicultural Affairs Committee of the MN Speech-Language-Hearing Association.
- b. Attend scientific presentations on language or cultural diversity at professional conferences.
- c. Complete ASHA continuing education programs related to issues in cultural or linguistic diversity. Examples of these activities include video/CD programs on assessment and intervention available in the SLHS department as well as articles printed in *Language, Speech, and Hearing Services in Schools* or the *Perspectives* publication of Special Interest Division 14 as well as some special issues of SIDs or journals.
- d. Present on a professional topic related to cultural or linguistic diversity to students, professionals or a community group.
- e. Other

5. Language/Cultural Skill-building Activities

- a. Regular participation in the on-campus or community-based Spanish Vocational Group.
- b. Initiate, instruct or participate in a vocational group in another language (e.g., ASL).
- c. Develop materials for the Spanish or other language vocational groups.
- d. Complete a language class at the U or in the community setting.
- e. Volunteer to work with a group of non-native speakers of English through a local community group or campus organization. Examples of such service include working with adults learning to read, tutoring children, or working with a social group or athletic team. Local organizations that provide different service learning opportunities include Neighborhood House, Big Brother/Big Sister, the YWCA, and Courage Center.
- f. Participate in an international exchange program while an enrolled graduate student.
- g. Study aspects of another culture, for example through book club discussions or cultural presentations.
- h. Other

Bilingual Emphasis Program - Learning Activities Summary Form

Student Name:			
Advisor Name:			
Advisor Signature:		Date:	

Semester/Year	Learning Activity Area	Specify Activity	Comment/Description

Bilingual Emphasis Program – Additional Learning Activities

Semester/Year	Learning Activity Area	Specify Activity	Comment/Description

IV.

Clinical Education

All procedures regarding clinical education are discussed in detail in the clinical practicum portion of this handbook. This handbook should be referred to throughout the Master's program. However, students should be responsible for checking to ensure that all clinical education requirements, including credits, clock hours, knowledge, and skills requirements are met before they graduate.

INTRODUCTION

This portion of the manual is intended to be a reference for students, their clinical supervisors, and their academic advisors. It should answer most of the procedural questions regarding clinical practice and professional certification. If you have additional questions, please contact one of us. *Please place this manual in your practicum portfolio, along with all of your clinical clock hour records and review it periodically.*

Clinical Education Mission Statement*

The mission of clinical education within the Department of Speech-Language-Hearing Sciences is to educate individuals who will develop the knowledge and skills necessary to become competent and ethical Speech-Language Pathologists and Audiologists. A natural outcome of this clinical education will be eligibility for:

- The Certificate of Clinical Competence from the American Speech-Language-Hearing Association as well as;
- Minnesota state licensure as a Speech-Language Pathologist, Educational Speech-Language Pathologist, or Audiologist.

*Note: This mission statement is specific to clinical education and is separate from that of the Davis Speech-Language-Hearing Center and the Department of Speech-Language-Hearing Sciences.

ASHA and PRACTICUM REQUIREMENTS

About ASHA

The American Speech-Language-Hearing Association (ASHA) is a professional, evidence-based, credentialing association in the U.S. for the Speech-Language Pathology and Audiology professions. ASHA issues Certificates of Clinical Competence (CCC) to individuals in the areas of Speech-Language Pathology (CCC-SLP) and Audiology (CCC-A) who meet the specified standards determined by ASHA's Council on Professional Standards.

The M.A. program in Speech-Language Pathology is accredited by the Council of Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). Because our program is **accredited by ASHA**, students who complete the master's programs in Speech-Language Pathology are eligible for clinical certification by ASHA. Clinical certification is granted to an individual clinician after s/he has:

- a. Completed all required components of the clinical Au.D. program
- b. Passed a national certification test in Audiology
- c. Completed a clinical fellowship (CF) under the supervision of a clinician who holds the Certificate of Clinical Competence from ASHA in the appropriate professional area
- d. Submitted all paperwork and fees to ASHA

ASHA Code of Ethics

The Code of Ethics is available on ASHA's web site (www.asha.org) and in Appendix B of this handbook. Students and professionals are expected to abide by these ethical standards while interacting with clients in observation and clinical practice.

ASHA states:

“The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose.”

ASHA Membership and Certification Handbook

It would be beneficial to take the time to review the ASHA Membership and Certification information (available at <http://www.asha.org/certification/>).

The ASHA handbook provides information on department requirements for degree acquisition, and the process for Clinical Fellowship and acquisition of the Certificate of Clinical Competence.

AuD Practicum Requirements for ASHA Certification

Students enrolled in the University of Minnesota’s Doctor of Audiology (Au.D.) program will be eligible to apply for the Certificate of Clinical Competence (CCC) from the American Speech-Language Hearing Association (ASHA) under the 2012 standards if they desire to do so. The application for the CCC is made upon completion of the program. (Note: Students must also have a passing score on the Praxis exam to be eligible for ASHA Certification)

Certificate of Clinical Competence in Audiology (CCC-A)

General Information

All applicants must demonstrate that they meet the following requirements for the Certificate of Clinical Competence in Audiology issued by the American Speech-Language Hearing Association by the completion of their program. The standards include, but are not limited to this text:

- Applicants for certification must hold a doctoral degree. The course of study must address the knowledge and skills necessary to independently practice in the profession of audiology (Standard I). The graduate degree must be granted by a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) (Standard II).
- 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 Standard IV. The supervision must be provided by individuals who hold the ASHA Certificate of Clinical Competence (CCC) in Audiology (Standard III). 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. (Standard IV – see actual standard for complete detail).
- Applicants for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard IV by means of both formative and summative assessments. (This includes departmental assessments and passing the Praxis exam) (Standard V).
- Note that ASHA certified audiologists must meet continuing education requirements: Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence (CCC) in Audiology. The renewal period will be three (3) years. This standard will apply to all certificate holders, regardless of the date of initial certification (Standard VI).

See <http://www.asha.org/Certification/2012-Audiology-Certification-Standards/> for the complete standards list.

DEPARTMENT REQUIREMENTS for AUDIOLOGY

Complete a total of 17 credits in SLHS 8820 Clinical Education

Complete a total of 17 credits in SLHS 8840 Audiology Externship: 17 credits completed during the fourth year. Students are allowed to register for externship credits in the semester before they begin the externship. However, students should plan carefully regarding registration during the externship. Many externship affiliation agreements require that the student hold healthcare benefits. If you are utilizing University healthcare benefits, a full-time registration is advised.

A word about practicum hours: Students are required to accrue 1820 clinical hours during their Au.D. program. ASHA countable hours are defined as direct patient/client contact, consultation, record keeping, and administrative duties relevant to audiology service delivery.

Attend Clinical Education Meetings: Each meeting will include a clinically relevant presentation and opportunity for small group work on your clinical portfolios. These meetings are **mandatory** for all M.A., Au.D. & Ph.D. students on a clinical education track. All meetings will be held on the first Friday, every other month, 1:30-3:30 p.m. in Room 20. Please insert these dates in your calendar now:

- Fall Semester Meeting Dates: First Friday of October and December
- Spring Semester Meeting Dates: First Friday of February and April

These meetings are in addition to the Audiology Grand Rounds Meetings (SLHS 5820). On days when there is a clinical education meeting, SLHS 5820 will typically meet immediately following the Clinical Education meeting.

Complete Clinical Portfolios: You will build individual clinical portfolios, including information to be collected each semester. The portfolio is a three-ring binder with divider tabs labeled for each term (portfolio and tabs will be provided). In each divider, you will include:

- Writing Samples: Include two or three of your best clinical examples from the practicum (diagnostics reports, treatment plans, IEP goals, etc.) Note: Remove patient/client identity.
- Client Documentation Log*: An annotated patient/client LOG for each patient/client seen in practicum. The log will list the HIPAA identifier, date(s) seen, category, gender, diagnosis, ethnic background, service type, and a brief comment of the special issues related to this case (e.g., challenging behavior, co-diagnosis/medical factors, family services, consultative model, unusual setting, etc.).
- Self-Assessment*: Complete a self-assessment at the end of each practicum.
- Clock Hour Form*: Obtain two signed originals of your clinical clock hour form from your practicum supervisor. Place both copies in your portfolio at grading time (one will stay there and the other will go in your practicum file).
- Supervisor's Competency-Based Evaluation Form*: The original supervisor's competency-based evaluation form, found on the Moodle course site, turned in to the Director of Clinical Programs. After it has been reviewed by the Director of Clinical Programs, a copy will be placed in your portfolio for your review.
- SLP or Audiology KASA (Knowledge and Skills Assessment) Forms*: It is the student's responsibility to monitor and *be able to document* progress in achieving these competencies from course work and clinical practicum. At the end of each term, the student will submit her or his KASA form (with changes noted) in the clinical portfolio. KASA forms are available on our departmental website www.slhs.umn.edu and on the SLHS 8720/8820 Moodle course sites.

Note: You must submit your clinical portfolio to the Director of Clinical Programs for review each semester/summer term before receiving a grade in practicum. This written record, along with the traditional clock hour form, documents your progress toward achieving the new ASHA standards in clinical education.

*Copies of these forms can be found in Appendix A and on the SLHS 8720/8820 course websites.

PRACTICUM POLICIES and PROCEDURES

Practicum Policies

Background Study

The Minnesota Department of Human Services requires a criminal background check for all practicum students. These are typically conducted in the fall. You will receive instructions on completing the background check from the Clinical Education assistant via email.

Identification Badges

Obtain a U of M U Card that will be used as your identification badge. These ID badges should be worn in every practicum setting including the Julia M. Davis Speech-Language-Hearing Center, unless you are given a different badge to wear at an external site. *Note: You must be wearing a badge to maintain HIPAA compliance. Students who are not wearing a badge will be unable to engage in clinical activities.*

University Email Accounts

Your University email address is the University's official means of communication with you. Please check it regularly during every academic term including summer and holiday breaks. The SLHS Department will not send communication to accounts other than your University of Minnesota account. *Do not forward your University email account to any other account. This is to protect patient privacy should a patient email you without your solicitation.*

Departmental Keys

All graduate students will have an internal practicum placement sometime during their program. During this time, you will be given keys for certain clinic rooms. At the end of your practicum, we ask that you return the keys in the envelope provided in your portfolio or have your supervisor sign the envelope stating you will need them for future semesters. Failure to return your keys will result in an Incomplete grade and a hold on your graduation.

Cellphones/Smartphones

Note that text messaging, speaking on the phone, and using your phone for other activities (e.g. email, games) is not allowed in most practicum sites. In fact, in some sites it can be a reason for immediate dismissal. Students should put cellphones in a "do not disturb" mode to avoid the noise of vibrating alerts.

Computer-Supported Internet Access

Note that many sites will grant you access to their computers. This is for business being conducted at the site. Do not use the site for other activities (e.g. checking personal email, browsing the Internet) unless you are given permission to do so. Note that best etiquette would be to only use the computer and Internet access for business purposes and not to ask to use it for other reasons.

Wireless Access at a Facility

Some sites may grant you access to a wireless network. Only use the wireless network for business purposes.

Electronic Medical Records (EMR)

If you are granted access to EMR, remember that it is for your use with your patients only. Browsing to find records on other patients (even family members) is grounds for immediate dismissal. Your activities are being tracked and access to records can be easily traced to your login. Violations of this type can affect your future employability.

Release of Home Contact Information

We ask students to allow us to release their home contact information to external practicum assigned supervisors. This information includes your name, address, home phone number, and for some districts, previous colleges attended. These contacts will only be shared with the external practicum supervisor, the practicum coordinator, and in school placements, the district personnel concerned with clinical practicum placement (i.e., the school principal and/or school district contact person). We ask all students to sign a formal release allowing us to provide this home contact information. However, you may refuse to release this information. If this is your desire, please see the director of clinical programs.

HIPAA Privacy Guidelines

(See Appendix B for Formal Policy.) Students must read and agree to adhere to the HIPAA guidelines for the Julia M. Davis Speech-Language-Hearing Center, and must complete the online training modules for UM compliance with HIPAA policies. You will receive an email that will provide you with information about this training. This training is typically conducted at the beginning of fall semester. (U of M HIPAA Policies: <http://www.privacysecurity.umn.edu/>)

Confidentiality should also be maintained in all areas in clinical practice including the supervisory relationship. All practicum-related conversations between the student and supervisor are confidential, but students are always encouraged to discuss any concerns about practicum issues or practices with the director of clinical programs, who will continue to ensure professional confidentiality. Failure to maintain client confidentiality and right to privacy are grounds for an "N" (unsatisfactory) grade in practicum. You may not remove clinical materials from Shevlin Hall at any time without permission from the director of clinical programs. Preparation and planning for clinical practicum must be done within Shevlin if that effort requires you to work with tests, test forms, instruction manuals, treatment materials and other instruments.

For external placements, always consult with your supervisor regarding specific HIPAA Privacy Guideline implementation at the site where you have been placed early in your placement. Some sites may require additional data safety training over-and-above that required at the University.

Immunizations

Before participating in an off-campus practicum, students must submit evidence of an immunity to rubella and rubeola, an inoculation for tetanus within the last 10 years, have a history of chicken pox (varicella) after the student's first birthday (or evidence of immunization), and may be required to pass a Mantoux (T.B.) test. More information will be given to students before assignment to an off-campus practicum. Some health-care settings require a Mantoux to be current within 30 days and most require a two-step Mantoux test. It is recommended that students consider receiving an immunization for hepatitis. **Please note that some practicum sites may have specific immunization/documentation requirements that must be met before you engage in practicum. The Department will collect your immunization records at the start of your program.*

Infection Control Guidelines

Students must complete blood borne pathogen training. More information is available in Appendix B of this handbook. See Appendix B of this handbook for hand washing, cleaning, and disinfection recommendations.

Receiving Gifts

Please note that clinical supervisors who are employed by the University of Minnesota are expected to adhere to Minnesota State Law (M.S. 15:43) regarding the reception of gifts. This law is part of the policy/procedure of the University and can be read at: <https://www.revisor.mn.gov/statutes/?id=15.43> . Essentially, University Employees are prohibited from having a financial/personal beneficial interest in contracts or purchases and are unable to accept gifts of more than "nominal value" (\$5.00) from a person, firm, or corporation. We expect our students to adhere to the same policies. If you are in contact with a vendor or other possible donor who wishes to contribute a gift, please advise them to speak with the Department Chair or Director of Clinical Programs.

Conflict of Interest Policy

Clinical supervisors and department faculty are also required to report any conflicts of interest (often financial) that may occur in research or clinical care. Policies may be found at

<http://www.compliance.umn.edu/conflicthome.htm><http://www.compliance.umn.edu/conflicthome.htm>

Students are expected to report conflicts of interest as well. The Director of Clinical Programs can assist you. <http://www.compliance.umn.edu/conflicthome.htm><http://www.compliance.umn.edu/conflicthome.htm>

English Proficiency

It is anticipated that students will be able to communicate in English. If there is a question about English language proficiency in practicum, we follow the U of MN policies and procedures

at: <http://policy.umn.edu/Policies/hr/Performance/LANGUAGE.html> in order to define a "nonnative speaker" and determine what tests/minimum scores are required for a student to participate in practicum where English is the dominant language.

CPR/AED Certification

All students entering the program will be required to take coursework in basic life support. Note that if you are currently certified, showing your certificate will exempt you from this process. More information will be made available at orientation.

Practicum Procedures

Clinical Education Experience

It is the responsibility of the SLHS graduate department, in accordance with Clinical Certification Standards, to provide you the opportunity for a wide variety of experiences in your professional education. For this reason, practicum placements will be assigned to give you appropriate experiences and opportunities to broaden your range and mastery of clinical skills. Note that the SLHS Department cannot guarantee the number of hours that you will earn in a given semester, nor can the Department guarantee that you will complete your clinical education in exactly four years.

While there is no set number of required hours in each diagnosis category, the SLHS department believes that it is optimal for the professional development of the student to have direct clinic experience across different categories and working with people of various ages and various cultural/social backgrounds. The student is required to successfully complete clinical service and demonstrate clinically competent skills to earn their degree. Efforts will be made to give you assessment and intervention experience across the areas found at:

<http://www.asha.org/Certification/2012-Audiology-Certification-Standards/>

Course Prerequisites for Practicum Experiences

Relevant professional coursework must be completed before beginning a practicum in a specific disorder area. At times, students may complete a practicum concurrently with a relevant disorders course, however the student should anticipate a very high level of supervision during a practicum experience of this nature as well as additional workload in the form of reading and observation. **A minimum grade of B- (or the completion of an appropriate remediation plan) is required for all professional coursework that is prerequisite to practicum placements.** Additionally, students must meet all standards outlined in courses before engaging in practicum, regardless of course grade.

Practicum Credits

Practicum registrations are for 1-8 credits per semester. Register for audiology practica under SLHS 8820 section 001. If you are registering for more than 3 credits of practicum, it will be necessary to split your credits equally between section -001 and -002. This will make it easier for you to obtain grades (1 credit = 21 hours). A permission number is necessary for practicum registration. Additionally, section 001 and 002 have different sets of

numbers. Please send an email to slhs@umn.edu for permission numbers and specify if you will be registering for both sections. Note, if you drop your practicum course, your permission number will be invalid. You will need a new number if you plan to re-register.

Usually, the number of credits should match the number of clock hours achieved as closely as possible. However, sometimes students find that they have completed more hours or fewer hours than they expected for their practicum registration. For too few hours, students may complete the needed hours in the coming semester, but no grade will be assigned until all clock hours (including clinical knowledge and skill competencies) sufficient to warrant the credit registration have been completed satisfactorily. We allow students to pre-register for clinical credits if they can fit them under the tuition cap, thereby avoiding extra tuition fees in a later term. Students can use extra hours to fulfill required practicum registration in a subsequent semester. If it is necessary to change the number of credits in the same term (e.g., student is graduating that term), a student can petition the Graduate School to change the registration after the deadline has passed.

Time Commitment

Practica are very time-consuming. Students can expect certain time requirements when registering for clinical practice in semesters.

Each credit registration is equal to 21 clinical clock hours. For example, a 3-credit practicum will result in over 4 hours per week of ASHA countable time for a minimum of 63 hours per semester.

In order to accumulate the required number of "countable" hours, the student can expect to spend many more hours per week in the practicum setting than the actual "ASHA countable time." You will be expected to spend time reviewing files and tapes, organizing information, gathering materials, setting up equipment, scoring tests, writing reports, etc. For planning purposes, a typical ratio of clock hours to time scheduled in practicum is as follows:

Clock Hours	Credits	Time Spent on site
63	3	Three half-days / week
84	4	Two full days / week
126	6	Four full days / week
168	8	Five full days / week

Some practica have specific hour and day requirements, some are flexible in this regard. The student is responsible for knowing the specific requirements of the practicum he or she is taking. Attendance at practicum may be mandatory even during winter and spring breaks.

Length of Practicum

A practicum does not end when a student has accumulated the minimum number of required hours for the semester. Students are expected to remain at their practicum site until the end of the semester. If clock hours obtained exceed the number anticipated, a student may use those hours in a future term's registration or as a special note on a resume (e.g., Total clock hours accrued=XXX). Regardless of the credit registration, a student may count all clinical clock hours s/he accrues.

Practicum Assignments

The student and the director of clinical programs will plan the student's clinical experiences. The director of clinical programs makes all clinical education assignments based on the student's academic coursework and needs for clinical knowledge and skills across the practice areas and populations. Once each semester, you should complete a practicum request form online to be considered for practicum placements for upcoming semesters. Note: Student preferences will be considered in practicum placements; however, knowledge, skills,

and needs of other students in the program must be considered as well. Students are welcome to arrange a meeting with the director of clinical programs to discuss their practicum placements. Information regarding specific practicum sites, prerequisites, and the semesters in which they are available can be obtained from the director of clinical programs. This information can be found in a folder on the SLHS 8720/8820 course website. Finally, remember that all clinical education must be obtained in sites where the program has established contractual agreements. Therefore, a site that you are aware of may not always be an option. Near the end of each semester, students, advisers and supervisors will receive information regarding the practicum assignments for the next semester. Students are asked to please check their University email account and mailboxes frequently for information pertaining to practicum.

Safety

The student is responsible for following administrative policies, standards, and practices of the practicum site. Safety precautions for infection control should be practiced at all times. [See the National Center for Infectious Diseases (NCID) guidelines as well as blood borne pathogen training in Appendix B of this handbook.]

Travel to Practicum Sites

Students should be aware that most of our practicum sites are off-campus and travel will be required. Students are responsible for securing transportation to off-campus practicum settings. It is very difficult to meet clinical requirements without having access to an automobile. Most students will receive *at least one* placement that requires a significant commute (e.g., more than 30 minutes drive). Also, some practica require that students have a car to commute between multiple sites (e.g., several clinics in a single practice, several schools in a district).

Clinical Supervision

Supervisors are to use their clinical judgment to provide as much supervision they believe the student needs, for the welfare of the student and the client (<http://www.asha.org/Practice/ethics/Supervision-of-Student-Clinicians/>). Students who are at an "emerging" skill level on her/his student evaluations may require up to 100 percent supervision. Those who have "present" skills may require less supervision. Ethical "patient-first" treatment is expected at all times. Students should be able to contact supervisors at all times when needed. It is anticipated that an ASHA Certified clinician will be available for student consult whenever the student is engaged in practicum..

Interview/Contract

Upon receiving confirmation of next semester's assignment, the student should contact the supervisor before the beginning of that semester to arrange a face-to-face interview and to complete the Clinical Practicum Contract (See sample in Appendix B). The contract is designed to establish mutually agreed upon guidelines and expectations for the practicum schedule, attendance, dress code, clinical activities, and other site-specific policies and procedures so that all are discussed before practicum begins. Some practica have specific hour and day requirements, some are flexible in this regard. However, the student and supervisor must adhere to a predictable and consistent schedule of attendance throughout the term. Attendance at practicum is mandatory. *Please note that some practicum sites require a current resume before initiating the experience. This may be requested before or during the interview process.*

Practicum Meetings with Supervisors

Throughout the term, students and supervisors should establish regular schedules of meetings, including weekly or bi-weekly informal meetings and other meetings to establish goals, conduct midterm and final evaluations. During these meetings, both student and supervisor should share impressions and recommendations for maximum performance in practicum.

Documentation of Clock Hours

The student will receive two copies of the ASHA clock hour forms. (See samples of these forms in Appendix A of this handbook). Clock hour forms are available in the Grad Room and on the Department website. Both original

forms can go in your portfolio- one will stay there and the clinical education assistant will take the other. Note: the clock hour form is updated occasionally. Check the SLHS website or Web Vista for the most recent version.

- **Students must submit the clock hours and a completed portfolio before a grade will be submitted.**
- **It is the student's responsibility to alert the Director of Clinical Programs if you are falling short of hours in any specific area.**

ASHA Countable Time

"ASHA countable time" is defined in the following way: any time that a supervised student engages in what an audiologist would be doing in a given clinical setting, with specific exceptions as noted below, is considered "ASHA countable time."

- Hours may be counted for direct patient/client contact, consultation, record keeping, and administrative duties relevant to audiology service delivery
- Hours are typically not counted for attending conferences, general marketing activities, or clerical duties

SLHS Contact with External Supervisors

Twice during each term, the director of clinical programs or the clinical education assistant, will contact students by email to request feedback from students regarding their progress in practicum. This information will be kept confidential. Similarly, we will contact each supervisor by email or phone to learn about student progress in practicum and to determine whether there are any questions or problems. A copy of those comments may be shared with each student. A site visit to a practicum setting may be requested at any time.

Grading Procedures:

- **Receiving an "S" grade:** Near the end of each practicum, supervisors will submit an evaluation report of student competencies in practicum and provide a suggested grade for each student. (See sample forms in Appendix A of this manual.) All clinical practicum registrations will be graded S/N (satisfactory/unsatisfactory). Although supervisors recommend a grade for each student, the Director of Clinical Programs makes final grading decisions. Students who fail to make sufficient progress or who violate any of the "Professionalism" competencies – (see Student Performance Review) may receive an N in practicum. Remember that a grade of "S" will not be submitted until signed clock hours forms are submitted, the supervisor's evaluation is completed, and the clinical portfolio is completed and received.
- **Receiving an "I" or "NR" grade:** Students often receive an I or NR grade in practicum for one of two reasons:
 1. Incomplete documentation of satisfactory performance in practicum (e.g., clinical portfolio, signed clock hour form, and supervisor's evaluation must all be turned in prior to grade assignments) or,
 2. too few clock hours were achieved to reflect the credit registration. Once paperwork and clock hours have been secured, the I grade will be changed to S, presuming satisfactory practicum performance.
- **Receiving an "N" grade:** Students receive N in practicum very rarely; but when this occurs, no credit and no clock hours are counted for that experience. N grades are assigned when a student fails to make sufficient progress in a practicum setting. Representative examples include any of the following: not achieving expected performance outcomes, not mastering required clinical knowledge, skills, or procedures, demonstrating insufficient oral or written communication skills, or ineffective interpersonal communication style. Any violation of the "Professionalism" competencies (e.g., attendance, health and safety considerations, ethical conduct, etc. -- see Student Performance Review) is also grounds for an N in practicum. The Director of Clinical Programs determines whether an N grade is warranted after consultation with the supervisor, the student, and the student's academic advisor.

Student Evaluations of Practicum

Students are **STRONGLY ENCOURAGED** to complete a Student Rating of Teaching Form (SRT) to evaluate their experiences in each practicum. This form will be placed in your campus mailbox toward the end of the semester. Completed forms are to be returned to the clinical education assistant's mailbox in Room 117 Shevlin Hall. Student anonymity is ensured. If you have any concerns about providing feedback in confidence and anonymity, please discuss these concerns with the director of clinical programs. This is a very important aspect of evaluating practicum sites and supervisors. Please assist us in improving our clinical education by taking a few minutes to complete this form. You must complete one SRT form for each supervisor you had. Additional forms can be found in the Grad Room.

Problems, Questions, or Concerns

The director of clinical programs and clinical education assistant are available to discuss any concerns students or supervisors may have about practicum placement, goal setting, evaluations and grading, or related issues.

GOALS and EXPECTATION for STUDENT CLINICIANS and SUPERVISORS

Goals of Clinical Experience

In the process of acquiring a graduate degree, students participate in several different types of clinical practica representing a variety of clinical settings. Some of these practica are completed in the Davis Speech-Language-Hearing Center in Shevlin Hall under the supervision of University staff. Most of the later practica are completed in external settings, schools, clinics, rehabilitation centers, and hospitals. One setting may be primarily diagnostic while another setting may provide extensive intervention. Some settings will focus on specific disorders (e.g., cleft palate, neurogenics, AAC), while others may represent a broad disorders range, but limited age groups (e.g., ECSE, long-term care, elementary school). Each student will have a unique set of practicum assignments, which represents a range of clinical experiences. Each setting has something valuable to offer and no single setting provides everything a student needs.

The practicum experience is a unique type of learning situation. The supervisor and student work closely and develop a professional relationship. This relationship requires good communication skills on the part of both parties if it is to succeed. These skills include:

- The student has an active part in this relationship; don't be a passive participant in your practicum.
- Ask questions.
- If feedback is not forthcoming when you feel you need it, ask for it.
- If there are problems, talk to your supervisor in a nonjudgmental, but straightforward manner — tell him/her how you feel or how you perceive the situation using examples to help clarify your concerns.
- If you don't feel comfortable with the level of specificity in which expectations and responsibilities are defined, ask for more structure.

You should also discuss your concerns with the Director of Clinical Programs or with any of the other departmental supervisors. Above all, remember that your supervisor has ultimate responsibility for the clients, and those clients should be your primary concern. During each semester, we will communicate with you and your supervisor at least twice, asking each of you for feedback on the practicum and your progress toward clinical competencies in that setting. We may share the supervisor's feedback with you by email.

We will not share your comments with the supervisor unless you specifically request that we do so. Your comments to us are always confidential.

Keys to Success in Practicum

The following suggestions are taken from supervisor feedback and response to student performance.

Client FIRST

You are responsible for your client and his or her welfare. This means putting the client's needs before your own needs. Remember that "client first" behavior may be "obvious" (e.g. helping your client avoid danger such as fire) and "less obvious" (e.g. client documentation must be completed *on time* to protect her/his interest; clients have a right to be seen at scheduled times, etc.). Students who jeopardize the welfare of clients may be given an "N" in practicum for the semester and will not be allowed to complete the practicum.

Schedule

Maintain a regular practicum schedule. Before the semester begins, the student and supervisor should determine the exact schedule of attendance for the semester that is mutually agreed upon. Once established, do not ask to deviate from this commitment as the semester progresses. The hours should be regular and sufficient to allow ample preparation time, client contact time, student-supervisor meeting time, and time for any other clinical duties required by the practicum site (e.g., on-site paperwork, charting, equipment or materials cleanup, staffings, etc.) Be punctual! Make sure that you arrive with ample time to fulfill any responsibilities for arranging materials or setting up equipment.

Attendance

Attendance at every scheduled practicum session is mandatory. Students should not request absences from their supervisor unless threatened by significant illness or other urgent negative circumstances. A student must consider himself or herself responsible to the supervisor, the clients, and the Department in attending practicum reliably. If an absence occurs, notify your supervisor immediately and plan to make up missed hours. *Supervisors should not be approached to "excuse" absences due to a student's wish to study for tests, complete academic projects, conduct other outside employment, participate in a teaching/ research assistantship etc.* Plan your time carefully. Do not miss practicum. Unexcused absences are grounds for an "N" (unsatisfactory) grade in practicum.

Appearance

Dress code, official identification, and personal hygiene are important. Ask your supervisor about appropriate dress before your first meeting. Observe what dress is typical for the setting and try to match that of your supervisor and other professionals in the setting. Being a student does not exempt you from appropriate dress. Shorts, T shirts, jeans, tank tops, sweatshirts, and athletic shoes are not appropriate in most professional settings. In medical settings, women should wear dress slacks or skirts/dresses; men should wear ties. *Low-rise pants and short shirts/blouses that leave any portion of the midriff exposed are unacceptable in all clinical settings. Be cautious of how your clothing fits you while sitting, bending, reaching and leaning across a table. The chest and midriff should not be exposed. Be considerate, your dress and the amount of exposed skin may be offensive to members of some cultures.*

Many people are allergic to strong scents. Please do not wear perfumes, aftershaves, or other scented products in practicum. Avoid exposure to tobacco smoke entirely and make certain that your clothing is absolutely "smoke-free."

Safety

- Remember that the client's welfare comes first.
- Be aware of personal safety for yourself and your clients.
- If you pose a risk to your clients, you will be asked to leave the practicum site immediately by the director of clinical programs.
- Learn emergency procedures in every facility.

- Also learn by observing your supervisor, but remain cautious, and do not overextend your knowledge or skill base. It is always better to say, "I don't know, but I'll find out" and ask first if you are unsure! For example, do not transfer wheelchair-bound patients unless you have been given specific training and permission from that facility to do so.
- If a client needs assistance to go to the bathroom during a practicum session, ask your supervisor for guidance.
- Be aware of potential threats to a client's safety (e.g., choking hazards for babies and toddlers; accessibility risks for disabled individuals).
- If you are using food as part of your clinical session, verify permission from your supervisor beforehand.
- Never leave a child alone in any setting.
- Be aware of where all fire alarm "pulls" are located and make certain to monitor small children around these "pulls."
- Students should guide all clients 3 years old and under by the hand, reminding young clients that "walking feet" are appropriate inside practicum hallways/passageways.
- Be aware of personal safety for yourself and your clients.
- When working with children, you should learn if your site has a policy surrounding the use of the restroom by children (e.g. who must attend the child to the restroom?).

Confidentiality

Conduct training and adhere to ALL privacy and confidentiality standards for the facility. Students who enter practicum must complete all of the University of Minnesota Privacy tutorials to safeguard Protected Health Information (PHI). Be familiar with the policies of the Davis Speech Language Hearing Center (see the HIPAA Privacy Policies in Appendix C). Failure to maintain client privacy will result in an "N" in practicum.

Preparation

Planning and preparation are key learning strategies for successful practicum. Early in practicum, students should take extra time to learn the commonly delivered tests, know the treatment materials, review charts, understand the report writing formats and due process requirements. This preparation will allow students to perform more comfortably and competently in each setting. *There is no substitute for preparation time.*

General Expectations for Student Clinicians

By the completion of the graduate program, students should acquire independent clinical management skills. To achieve this objective, students will be supervised according to certification guidelines established by the ASHA throughout their clinical education. Student clinicians must demonstrate effective interpersonal and behavior management skills to work with infants, pre-school and school-aged children, and adults of all ages. Students are assigned to clinical education experiences with a variety of populations and age groups in order to provide students experiences with a broad range of communication disorders in different clinical settings. In addition, all students must be able to:

- Communicate information accurately and appropriately to clients, caregivers, and families, in a manner that is respectful of various cultural, educational, and linguistic backgrounds.
- Collaborate with supervisors and other professionals in clinical settings.
- Be responsible for reporting communication findings and recommendations at interdisciplinary staff or school meetings for Individualized Education Plans (IEP).

Clinical education demands the direct application of academic background to a practical setting. For example, many typical clinical settings in Speech-Language Pathology will require a student clinician to be able to:

- Perform a thorough oral mechanism and motor speech examination

- Share and elicit information from patients/clients, supervisor, peers and other health professional verbally and in a recorded format
- Effectively, confidently, and sensitively converse with patients and their families
- Interact with a child to gather a language sample
- Provide visual and auditory perceptual judgments of voice, speech, or swallowing function
- Observe and interpret non-verbal communication behaviors
- Administer, score, and interpret standardized and criterion-referenced examinations of speech, language, or cognition
- Keep accurate and timely records of intervention, including lesson plans, chart notes, formal diagnostic reports, and other written clinical summaries
- Develop, implement, monitor, and evaluate intervention programs
- Deliver technical assistance to professional peers as part of an interdisciplinary team
- Counsel speech- and language-impaired clients and their families

Similarly, many typical clinical settings in Audiology will require a student clinician to be able to:

- Visually inspect the ear canal and tympanic membrane
- Score results of speech recognition testing
- Visually observe and monitor client responses to sounds
- Manually fit hearing aids, test probes, earmold material, and other prostheses in the ear
- Adhere to standardized hearing assessment and rehabilitative protocols
- Keep accurate and timely records of hearing assessment and intervention, including lesson plans, chart notes, formal diagnostic reports, and other written clinical summaries
- Develop, implement, monitor, and evaluate intervention programs for aural rehabilitation
- Deliver technical assistance to professional peers as part of an interdisciplinary team
- Counsel hearing-impaired clients and their families
- Be able to share and to elicit information from patients/clients, supervisor, peers and other health professional verbally and in a recorded format
- Effectively, confidently, and sensitively converse with patients and their families

Student clinicians in Speech-Language Pathology will also conduct some Audiology activities. Consequently, student clinicians should have the prerequisite abilities to perform activities in either area.

CLINICAL REMEDIATION PLAN

Clinical remediation activities will be applied whenever a clinical supervisor or student identifies concern about the student's performance in practicum. Remediation activities will be specified in a written plan of action, agreed to by the student, the supervisor, and the Director of Clinical Programs (DCP). The written plan will become a permanent part of the student's academic or clinical file. The document will include:

1. Statement of student's learning challenges
2. Listing of supportive activities to be accomplished
3. Responsibilities of the instructor or supervisor (e.g., what will s/he do, in objective terms)
4. Responsibilities of the student (e.g., what will s/he do, in objective terms)
5. Timeline for activities to be conducted and completed
6. Summative grading criteria or influence of remediation outcomes on grade, if applicable

In clinical practicum, remediation activities will be devised by the supervisor, the student, the Director of Clinical Programs, and the student's advisor. Examples of potential remediation include:

- More observation opportunities
- Extra planning meetings with supervisors or DCP
- Independent planning to prepare for diagnostic or treatment activities
- Working in a triad model with supervisor for a longer period before conducting clinical procedures independently
- Referrals for supplemental academic or counseling support available from the University

Students are given the opportunity to participate in two clinical remedial activities throughout the course of the graduate degree program. Upon notice of a third remediation, the student will meet with the advisor and with the Director of Clinical Programs. The outcome of that meeting may include counseling that student out of the clinical track of the program.

CONTACTING EXTERNSHIP SITES

When it is time to think about the externship experience, here are some things to consider. As you read this, we encourage you to remember that the Au.D. is still a fairly 'young' degree in the field of Audiology, and as a consequence, the mechanisms for obtaining externships changes somewhat from year to year, as the field works toward a fixed set of procedures and expectations.

- Several sites in the Twin Cities have indicated that they have an interest in Au.D. Externship, however they are not all able to commit until the time draws closer.
- Some of you have made some contacts to begin to explore where you might want to have an externship experience. This is permitted with the understanding that at the completion of your program you will need to demonstrate knowledge and skills in the relevant areas of our discipline. (This is why you are completing your KASA documentation now!) One of the most common questions that potential externship supervisors have is how the externship works under ASHA guidelines. The DCP can provide the supervisor with a complete packet of information upon request.

Each student should prepare the following prior to the externship interviews:

1. One cover letter. The cover letter should be generic – providing a brief description of the student's academic and clinical experiences, as well as when they anticipate being prepared for an externship. This cover letter will need to be updated as time moves along. The director of clinical programs would be happy to read your cover letter and offer feedback.

2. A copy of unofficial transcripts. These can be downloaded from the web and then copied and pasted into a word document. (Remember, the purpose of this is not necessarily to exhibit your grades, but instead to show that you are indeed eligible for the externship). This should be updated each semester.
3. Resume. The resume should include clinical education practicum experiences.
4. *Possibly* a copy of clinical education hours coversheet (some sites will ask for this, others will not. The DCP and Practicum Assistant will add this information to your e-file and continually update it for you).
5. If you are planning on completing the externship in state of Minnesota, you should begin filling out the MN “SLP/A Temporary License Application.” (Information about this paperwork will be given during the third year of the program). Additionally, you should consider taking the Minnesota Department of Health Hearing Instrument Dispensing Exam in the third year.
6. ASHA paperwork. (Information about this paperwork will be given during the third year of the program).
7. KASA form.

Items 1 & 3 should be emailed to the DCP at slhsgrad@umn.edu the end of July after completion of the second year of the program. Many sites will require interviews in the fall of the third year, so adequate planning time is necessary.

Externship placements are a joint effort of the director of clinical programs and the student.

JULIA M. DAVIS SPEECH-LANGUAGE-HEARING CENTER

Introduction & Mission Statement to the Davis Speech-Language-Hearing Center

The Davis Speech-Language-Hearing Center has a long history of service to those with communication disorders. The clinic is part of the Speech-Language-Hearing Sciences Department in the College of Liberal Arts at the University of Minnesota – Twin Cities. Our staff of licensed and nationally certified audiologists and speech-language pathologists, have advanced knowledge in quality treatment and assessment strategies for a diverse group of patients of all ages. The center is an integral part of a clinical education program that is accredited by the American Speech-Language-Hearing Association. We strive for self-sufficiency and are committed to the successes of both our patients and our students. Our mission is founded on our need to:

- Provide service to the community and the University of Minnesota
- Advocate for individuals with speech, language, hearing, or cognitive communication disorders
- Provide clinical education opportunities for our graduate students
- Help individuals communicate functionally within their environment and develop a greater independence

For information on Speech-Language Pathology and Audiology services offered for preschoolers through adults, please visit the website at <http://www.slhs.umn.edu/clinical/>.

Equity, Diversity, Equal Opportunity, and Affirmative Action Statement

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf .

V.
Professional Information
and Resources

PROFESSIONAL INFORMATION and RESOURCES

American Board of Audiology Certification

The American Board of Audiology has several different options for credentialing – these include both after you have graduated, or, a provisional certification during your degree program. For more information, please see: <http://www.americanboardofaudiology.org/>

ASHA Certification

Graduates from our Master's program automatically satisfy the academic and clinical requirements for the American Speech-Language-Hearing Association's Certificate of Clinical Competence. To complete the certification requirements graduates should:

- Consider joining the American Speech-Language-Hearing Association. While membership is not required to become certified, there are many benefits to Association membership. **Substantial price reductions** are available to members of the National Student Speech-Language-Hearing Association. Applications for membership in either association are available in Shevlin 115.
- The ASHA Membership and Certification information is available online at www.asha.org. Application materials should be given to the Clinical Education assistant for processing and obtaining signatures.
- Complete the ASHA application for certification after completing your degree. The date your degree is awarded is an important date from which two deadlines are set - one deadline is for completion of the Praxis exam, and the other for beginning the Clinical Fellowship.
- Pass the National Examination (Praxis series) for certification. Applicants for the Certificate of Clinical Competence must pass the examination within **2 years from the date** that the applicant has completed the knowledge and skills required for certification. Examination registration is available at www.ets.org and test offerings are ongoing. *The Department requests that each student identifies the University of Minnesota's Department of Speech-Language-Hearing Sciences as a score recipient (code: 0149). The department never shares scores with individuals, but we do report pass/fail rates back to the American Speech-Language-Hearing Association as part of our accreditation. Reporting your score back to the department assists future students by helping the department maintain this critical aspect of accreditation.*
- Speech-Language Pathology graduates have four years from the date that your academic and practicum education is completed or **upon application to ASHA** to complete your Clinical Fellowship (CF). If you complete the CF more than five years after the date that your academic and practicum education was completed, you must complete your certification under any revised requirements and procedures then in effect. You are no longer considered under the requirements and procedures applicable when you graduated.
- If, at some point in your professional career, you decide to let your certification lapse, you should be aware that the application process for reinstatement of certification is time-consuming, costly, and difficult. If you need to apply for reinstatement of certification, you will have to comply with requirements that are in effect at that time. The Department of Speech-Language-Hearing Sciences reserves the right to charge a processing fee for assisting past students who have allowed their certification to lapse. If you need help regarding a lapse in certification, contact the Clinical Education assistant at slhsgrad@umn.edu.

Professional Placement Services

Employment Postings in the Department of Speech-Language-Hearing Sciences

The Department of Speech-Language-Hearing Sciences posts job vacancies for graduates at the Master's, AuD, and Ph.D. levels on the bulletin board outside Shevlin 117.

ASHA Employment Services:

- The American Speech-Language-Hearing Association (ASHA): www.asha.org
- You'll find a variety of resources to meet your professional goals on ASHA's Online Career Center. ASHA's Online Career Center provides you with a direct link to employers in speech-language pathology, audiology, and speech, language, and hearing science. <http://www.asha.org/careers/>
- Also check out the *ASHA Leader* classifieds both in print and on the Web. This ASHA journal is published biweekly and has an Employment Opportunities section which lists positions available and positions wanted. Rates and credential requirements are also included in this section. <http://leader.pubs.asha.org/leader.aspx>
- The Placement Center at the Annual ASHA Convention, with sign-up available online several weeks before the Convention, will put you face-to-face with prospective employers.

MSHA Professional Placement Service

The Minnesota Speech-Language-Hearing Association posts job opportunities in audiology and speech-language pathology

MSHA Professional Placement Service
 P.O. Box 26115
 St. Louis Park, MN 55426
 (952) 920-0787
 Email: office@msha.net
 Website: <http://www.msha.net/>

American Academy of Audiology (AAA)

- Students who are student-members of the American Academy of Audiology (www.audiology.org) will have access to publications that contain employment and externship information. Also, see www.hearcareers.org for externship and employment opportunities.
- The Annual AAA Convention typically provides opportunities for students to apply for externships.

Professional Resources

American Speech-Language-Hearing Association (ASHA)

The American Speech-Language-Hearing Association (ASHA), founded in 1925, is the national professional, scientific and credentialing association for speech-language pathologists, audiologists and speech, language, and hearing scientists interested in communication behavior and dedicated to working with individuals with communication disorders.

Website: <http://www.asha.org/default.htm><http://www.asha.org/default.htm>

National Student Speech-Language-Hearing Association (NSSLHA)

Founded in 1972, the National Student Speech-Language-Hearing Association (NSSLHA) serves as a pre-professional membership organization for undergraduate and graduate students interested in the study of communication sciences and disorders. NSSLHA is the only student association recognized by the American Speech-Language-Hearing Association (ASHA).

Website: <http://www.nsslha.org/default.htm>

Minnesota Speech-Language-Hearing Association (MSHA)

The Minnesota Speech-Language-Hearing Association (MSHA) is a nonprofit organization, founded in 1936, whose goals are concerned with the prevention, assessment and treatment of communication disorders and the study of normal and disordered communication.

Student membership is available for students enrolled full-time in recognized educational programs and preparing for a degree in communication disorders, speech-language pathology, audiology, and speech & hearing science.

Website: <http://www.msha.net/http://www.msha.net/>

American Academy of Audiology (AAA)

The American Academy of Audiology (AAA) is the world's largest professional organization for audiologists. The association is dedicated to providing quality health care services and increased public awareness of hearing and balance disorders.

Website: <http://www.audiology.org>

Minnesota Academy of Audiology

The Minnesota Academy of Audiology is the hearing and balance authority dedicated to promoting excellence in and advancing the profession of Audiology in Minnesota.

Website:

<http://www.minnesotaaudiology.org/index.php><http://www.minnesotaaudiology.org/index.php><http://www.minnesotaaudiology.org/index.php>

Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA)

The CAA is the accreditation agency of the American Speech-Language-Hearing Association for audiology and speech-language pathology education programs.

Website: <http://www.asha.org/academic/accreditation/>

Council on Clinical Certification in Audiology and Speech-Language Pathology (CFCC)

The CFCC defines the standards for clinical certification and apply those standards in the certification of individuals; may also develop and administer a credentialing program for speech-language pathology assistants.

Website: <http://www.asha.org/certification/> <http://www.asha.org/About/governance/committees/Council-for-Clinical-Certification-in-Audiology-and-Speech-Language-Pathology/>

VI.
University of Minnesota
Policies

UNIVERSITY of MINNESOTA POLICIES

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf

Equal Opportunity Statement: <https://diversity.umn.edu/eoaa/equalopportunitystatement>

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Click on the link below to learn more about the U of M's policy on sexual harassment.

Website: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Nepotism and Consensual Relationships

This policy governs conflicts of interest that may arise due to personal relationships among members of the University of Minnesota community. Click on the link below to learn more about the U of M's policy on nepotism and consensual relationships.

Website: <http://regents.umn.edu/sites/regents.umn.edu/files/policies/Nepotism%26Personal.pdf>
<http://www1.umn.edu/regents/policies/humanresources/Nepotism.html>

Disability Accommodations

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference the Disability Services website: <http://ds.umn.edu/>

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health website: <http://www.mentalhealth.umn.edu>.

This material is available in alternative formats upon request. Please contact the Department of Speech-Language-Hearing Sciences, 115 Shevlin Hall, 612-624-3322

VII. LINKS

Graduate School Handbooks & Forms - <http://www.grad.umn.edu/students/index.html>

- Degree Completion Steps: <http://www.grad.umn.edu/sites/grad.umn.edu/files/doctoral%20aud.pdf>
- Petition to the Graduate School: <http://policy.umn.edu/forms/otr/otr190.pdf>
- Graduate Assistants Policies and Guidelines: <http://www1.umn.edu/ohr/gae/index.html>

Department Handbooks & Forms - <http://www.slhs.umn.edu/grad/handbook.html>

- Department Forms Checklist: <http://www.slhs.umn.edu/assets/pdf/FormsChecklist.pdf>

VIII.

Appendix A: Practicum Forms

1. Clinical Practicum Contract
2. Competency Self-Study for Students
3. Patient/Client Log
4. Clock Hour Report Forms
5. Supervisor's Competency-Based Evaluation Form
6. Knowledge and Skills Acquisition Form (KASA)

Clinical Practicum Contract

Student's Name: _____

Supervisor's Name: _____

Clinical Placement: _____

Major: Audiology Speech-Language Pathology

Term: Fall / Spring / Summer / Year: _____

_____, a graduate student from the Department of Speech-Language-Hearing Sciences at the University of Minnesota, will participate in a clinical practicum experience at _____ this term. The following general principles apply for this practicum site:

Starting Date: _____ Ending Date: _____

(Note: Fall or Spring: ~14 weeks / Summer: ~10 weeks)

Days of the Week: _____

Hours: From _____ until _____

Dress Requirements: _____

Practicum Requirements:

Materials Preparation _____

Set Up _____

Patient contact: _____

 Diagnostics _____

 SLP (common tests reviewed) _____

 AUD (written protocols received) _____

 Treatment _____

 SLP (common programs reviewed) _____

 AUD (written protocols received) _____

Reports _____

Type _____
Number _____
Frequency _____
Deadlines _____
Chart Notes/Documentation _____
Observations _____
Staff Meetings _____
Patient Conferences _____
Schedule of Meetings with Supervisor (weekly or biweekly): _____
 Goal setting _____ (~ 3 weeks); Midterm 1: _____ (~ 7 weeks)
 Midterm 2: _____ (~ 10 weeks); Final: _____ (14-15 weeks)
Infection Control Procedures Discussed: _____
Emergency Procedures Discussed: _____
Special Requirements _____

I have read the above requirements for this practicum experience. I agree to meet the requirements written above.

Graduate Student Signature

I have read the above requirements for the practicum. I agree to supervise the student named above. If I have any questions about these requirements during the term, I will contact the Director of Clinical Programs, Dr. Mark DeRuiter, as needed. I hold current CCCs with the American Speech-Language-Hearing Association and agree to be on-site during all student practicum experiences.

Supervisor's Signature

ASHA Certification Number

Student's Practicum Competency Self-Study

Term: _____ Practicum Site: _____ Supervisor: _____

Please answer the questions below in a bulleted list format, using as many specific examples as possible to support your opinions. For additional help, confer with the Clinical Program Director.

1. **Your Clinical Goals This Term:** At the beginning of this term, you and your supervisor identified practicum goals for this setting. To what extent do you believe each was accomplished? How independent do you feel in performing each of these clinical procedures? When do you need help and what kind of assistance do you prefer?

2. **Your Clinical Performance Strengths:** Considering this practicum experience, please list specific clinical procedures/activities where you feel some degree of *competence*. Comment on your clinical independence for each (e.g., how much supervisor support do you need: none? occasional? frequent?). Give examples.

3. **Your Clinical Performance Needs:** Considering your practicum experiences overall, please list specific clinical skills and/or interpersonal factors that you believe *need further development and/or refinement*. Comment on any potential barriers to achieving independence in these procedures. Give examples.

4. **Goal Setting:** What are some of your specific, competency-based practicum goals for next term?

Client Documentation Log

Name: _____

Term: _____

ID	Date	Age	Sex	C/L Div	Disorder/Diagnosis	Clinical Procedures and Service	Special Issues / Settings / Methods	Contact time

**THE UNIVERSITY OF MINNESOTA
DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES
AUD CLINICAL PRACTICUM HOURS REPORT FORM**

Student's Name _____
Semester and Year _____

AUDIOLOGY CONTACT HOURS			Assessment Hours	Intervention Hours	Staffing Hours	Observation Hours	
HEARING SCREENING Behavioral, physiological	Adult						
	Child						
HEARING EVALUATION – BEHAVIORAL	Adult						
	Child						
PHYSIOLOGICAL EVALUATION (Auditory/Vestibular) Impedance, ABR, MLR, ENG, ECOG	Adult						
	Child						
AMPLIFICATION – TREATMENT Hearing aids, cochlear implants, earmolds	Adult						
	Child						
ASSISTIVE LISTENING DEVICES - TREATMENT	Adult						
	Child						
TREATMENT RELATED DISORDERS Cerumen management, tinnitus management	Adult						
	Child						
COUNSELING IN MODES OF COMMUNICATION Communication strategies, ASL, SEE, PSE	Adult						
	Child						
PREVENTION	Adult						
	Child						
SPEECH-LANGUAGE PATHOLOGY			Prevention Hours	Assessment Hours	Intervention Hours	Staffing Hours	Observation Hours
SLP SCREENING/TREATMENT	Adult						
	Child						
ADMINISTRATIVE							

***Please round hours down to the nearest quarter hour.**
 _____ Number of hours (grand total)
 _____ Number of observation hours
 _____ Number of credits registered for this practicum
Note- Staffing hours (meeting to discuss a patient, etc.)
 Admin. hours (charting, paperwork, other Aud functions)

Supervisor's Signature _____
Supervisor's Name (please print) _____
Supervisor's ASHA Certification # (must have) _____
Supervisor's Dept of Health Number _____
Practicum Location _____
Date _____

**Department of Speech-Language-Hearing Sciences
University of Minnesota**

**STUDENT PERFORMANCE REVIEW
Audiology Clinical Practicum**

Student Name _____

School Term/Year _____ Practicum Site _____

Supervisor Name _____

Supervisor ASHA Certification Number _____

Midterm evaluation:

Supervisor Signature _____ Date: _____

Student signature _____ Date: _____

Final evaluation:

Supervisor Signature _____ Date: _____

Student signature _____ Date: _____

Recommended Grade (S or N) _____

SUPERVISION CONTINUUM

The competency statements described below have been designed to monitor and evaluate students' clinical performance. Refer to the descriptors for each rating on the supervision continuum to assess progress at midterm and final evaluations.

CONSISTENT (CON)

Student skill/competency is well-developed and consistent; student requires supervisory guidance/consultation only.

PRESENT (PRES)

Student skill/competency is present, but needs refinement; student requires frequent supervisory monitoring.

EMERGING (EMER)

Student skill/competency is beginning to develop; student requires frequent supervisory instruction.

ABSENT (ABS)

Student skill/competency is not evident; student requires constant supervisory modeling and intervention.

NOT APPLICABLE or NOT OBSERVED (NA/NO)

Goal Setting

We encourage students and supervisors to identify practicum goals for the semester. Goals may reflect areas

of identified need for the student, potential skills or experiences relevant to the practicum site, performance standards set by the supervising clinician, or a combination. Goals should be written down in the early weeks of practicum, to be assessed periodically throughout the practicum period.

Goal 1. _____

Assessed how: _____

Goal achieved:

	ABS	EMER	PRES	CON
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal 2. _____

Assessed how: _____

Goal achieved:

	ABS	EMER	PRES	CON
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal 3. _____

Assessed how: _____

Goal achieved:

	ABS	EMER	PRES	CON
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal 4. _____

Assessed how: _____

Goal achieved:

	ABS	EMER	PRES	CON
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal 5. _____

Assessed how: _____

Goal achieved:

	ABS	EMER	PRES	CON
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation Skills

Rate each item below on the competency continuum: ABS EMER PRES CON

1.	Administers, scores, and documents screening instruments accurately.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Familiarizes self with available information regarding the client and disorder.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Uses interview techniques appropriately to elicit relevant information.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Selects appropriate assessment tools.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Performs proper ear inspection.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Administers tests according to standardized procedures and records diagnostically significant behavior accurately.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Performs and interprets assessments appropriately.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Designs, administers, and interprets nonstandardized observations and assessments.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Modifies testing procedures to accommodate special needs unique to specific clients (e.g., ESL, sign, physical or cognitive disabilities, etc.).	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Identifies client's verbal and nonverbal cues (e.g., fatigue, on-off time, etc.)	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Uses appropriate verbal and nonverbal reinforcers effectively.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Identifies appropriate recommendations leading to case management, including referrals.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Evaluation Tools

Rate each item below on the competency continuum: **ABS EMER PRES CON**

A. Adult Hearing Assessment

1. Pure tone air and bone conduction	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Masking	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Speech Recognition Threshold	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Speech Recognition Testing (adult)	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Tympanometry	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Acoustic Reflexes	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Pediatric Hearing Assessment

1. Conditioned Play Audiometry	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Visual Reinforcement Audiometry	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Speech Awareness Threshold	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Speech Recognition Threshold (child)	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Vestibular Testing (cite specific tests)

1. _____	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Otoacoustic Emissions (cite specific tests)

1. _____	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Evoked Potentials (cite specific tests)

1. _____	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Central Auditory Processing Disorder Evaluation (cite specific tests)

1.	_____	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	_____	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Amplification and Cochlear Implants

Rate each item below on the competency continuum: ABS EMER PRES CON

1.	Performs appropriate listening check of amplification device and applies troubleshooting procedures as needed.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Performs appropriate electroacoustic analysis.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Conducts appropriate real ear measures.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Selects and recommends appropriate amplification options to the client.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Makes accurate earmold impressions.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Demonstrates knowledge of FM systems in use and applies troubleshooting procedures.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Performs electroacoustic and behavioral evaluations of FM systems.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Demonstrates familiarity with cochlear implants - internal components and external speech processor.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Performs appropriate mapping/programming for clients with cochlear implants.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Instrumentation

Rate each item below on the competency continuum: ABS EMER PRES CON

- | | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Checks clinical instrumentation to verify calibration and proper functioning. | ABS | EMER | PRES | CON | NA/NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Uses instrumentation appropriately and records data accurately. | ABS | EMER | PRES | CON | NA/NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Identifies artifacts in data collection and troubleshoots equipment problems. | ABS | EMER | PRES | CON | NA/NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

Intervention

Rate each item below on the competency continuum: ABS EMER PRES CON

- | | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Develops short- and long-term goals for the client based on previous assessment, treatment, and recommendations. | ABS | EMER | PRES | CON | NA/NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Selects and uses materials and activities that are appropriate for the client's developmental level and needs. | ABS | EMER | PRES | CON | NA/NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Plans activities in a therapy session that address objectives and follow a logical sequence. | ABS | EMER | PRES | CON | NA/NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Comes to session prepared with treatment plan and materials, including alternate treatment strategies. | ABS | EMER | PRES | CON | NA/NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Demonstrates flexibility. Can adapt to unforeseen changes in routine. | ABS | EMER | PRES | CON | NA/NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Uses allotted time efficiently. | ABS | EMER | PRES | CON | NA/NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Collects and interprets data regularly to evaluate client's performance. | ABS | EMER | PRES | CON | NA/NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Manages the environment to promote behavior that is conducive to learning. | ABS | EMER | PRES | CON | NA/NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Uses prompts and reinforcement effectively to meet the client's needs. | ABS | EMER | PRES | CON | NA/NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | In group settings, manages dynamics, and intervenes when dynamics are inappropriate or negative. | ABS | EMER | PRES | CON | NA/NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11.	Adapts communication to the client's needs.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Clinical Records

Rate each item below on the competency continuum: ABS EMER PRES CON

1.	Maintains accurate and complete chart records of client contacts.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Writes concise reports that present evaluation results, treatment progress, and recommendations, using appropriate terminology, grammar, and spelling.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Writes reports in a style appropriate to the reader.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Interpersonal Communication

Rate each item below on the competency continuum: ABS EMER PRES CON

1.	Establishes and maintains rapport.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrates communication style appropriate to the client and family.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Facilitates open communication. Provides opportunities for clients and others to speak and responds to the family's concerns, questions, or needs.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Communicates pertinent clinical results clearly and sensitively.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Shows the ability to express opinions diplomatically, listen to others, and reach consensus with other professionals and peers.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Objectively evaluates own behaviors and recognizes strengths and limitations.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7. | Requests assistance from supervisor or other professionals when appropriate. | ABS | EMER | PRES | CON | NA/NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Responds to suggestions and criticism from supervisor in a constructive manner and changes behaviors accordingly. | ABS | EMER | PRES | CON | NA/NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Demonstrates clinical confidence and independence. | ABS | EMER | PRES | CON | NA/NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

Professionalism

Rate each item below as YES or NO:

- | | | | |
|----|---|--------------------------|--------------------------|
| 1. | Attends all planned sessions and meetings on time and participates in discussions. | YES | NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Demonstrates behaviors and attitudes that ensure safety and protection of clients at all times. | YES | NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Participates equitably by sharing workload and information with peers and supervisor. | YES | NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Maintains professional appearance and conduct appropriate for job duties and work setting. | YES | NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Maintains office and clinical space and clinical materials appropriately. | YES | NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Maintains confidentiality and client's right to privacy. | YES | NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Follows OSHA universal precautions guidelines. | YES | NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Adheres to the ASHA Code of Ethics. | YES | NO |
| | Midterm | <input type="checkbox"/> | <input type="checkbox"/> |
| | Final | <input type="checkbox"/> | <input type="checkbox"/> |

If any of the above is marked NO, please explain:

Supervisor's Formative Assessment of Student's Clinical Competencies

To prepare for the ASHA Standards changes in Speech-Language Pathology and Audiology, we have replaced our former "Optional Narrative" page with a more detailed probe of your impressions of this student's clinical competencies. Please provide brief "bulleted" responses to the following questions, using examples from this practicum experience whenever possible to support your impressions. For additional help, please contact me at 612-624-5755 (derui001@umn.edu). Thank you very much! Dr. Mark DeRuiter

1. **Clinical Goals This Term:** At the beginning of this term, you and the student identified practicum goals for this setting. To what extent do you believe each was accomplished? How independent is the student in performing each of these clinical procedures? When does s/he need help and what kind of assistance serves him/her best?

2. **Clinical Performance Strengths:** Considering this practicum experience, please list specific clinical procedures/activities where you believe the student is *competent*. Is he or she able to perform independently in these areas (e.g., how much support do you provide: none? occasional? frequent?). Give examples.

3. **Clinical Performance Needs:** Considering this practicum experience, please list specific clinical skills that you believe the student needs to *further develop and/or refine*. Comment on any potential barriers that you observe which could prevent the student from achieving independence in these procedures. Give examples.

4. **Further Optional Comments?**

**Knowledge And Skills Acquisition (KASA) Summary Form
For Certification in Audiology- 2012 Standards**

The KASA form is intended for use by the certification applicant during the graduate program to track the processes by which the knowledge and skills specified in the Standards for the CCC are being acquired. Each student should review the KASA form at the beginning of graduate study, and update it at intervals throughout the graduate program and at the conclusion of the program.

The student, with input and monitoring of program faculty, must enter a check mark in column B as each of the knowledge and skills is acquired. It is expected that many entries will appear in the coursework and the clinical practicum columns, with some entries, as appropriate, in the "Other" (labs, research) column. Please enter the course or practicum number and title and description of other applicable activity.

			How Achieved?	
A	B	C	D	E
Standard	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
Standard I: Degree. 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.				
Standard II: Educational Program. The graduate degree must be granted by a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).				
Standard III: Program of Study. 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 Std. IV. The supervision must be provided by individuals who hold the ASHA Certificate of Clinical Competence (CCC) in Audiology.				
Standard IV: Knowledge and Skills Outcomes. 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.				

A	B	C	How Achieved?	E
Standard	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
Standard IV-A: Foundations of Practice. The applicant must of knowledge of:				
A1. Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology		3302 Anat & Phys;3306 Hearing Science;4802 Rehabilitative Audiology;5801 Aud Assessment I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5808 Hearing Disorders;8801 Aud Assessment II;8803 Signals & Systems in Audiol;8805 Hrg Sci Foundations of Audiol;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A2. Genetics and associated syndromes related to hearing and balance.		3302 Anat & Phys;3306 Hearing Science;4802 Rehabilitative Audiology;5801 Aud Assessment I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5808 Hearing Disorders;8801 Aud Assessment II;8803 Signals & Systems in Audiol;8805 Hrg Sci Foundations of Audiol;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A3. Normal aspects of auditory physiology and behavior over the life span.		3302 Anat & Phys;3306 Hearing Science;5801 Aud Assessment I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;8801 Aud Assessment II;8803 Signals & Systems in Audiol;8805 Hrg Sci Foundations of Audiol	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A4. Normal development of speech and language		3303 Lang Acq;3305 Speech Science;3306 Hearing Science;4802 Rehabilitative Audiology;5801 Aud Assessment I;5804 Cochlear Implants;5806 Auditory Processing Disorder	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A5. Language and speech characteristics and their development across the life span.		3301 Acoustics;3305 Speech Science;4802 Rehabilitative Audiology;5804 Cochlear Implants;5805 Advanced Rehab Audiology;8805 Hrg Sci Foundations of Audiol	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment.		3303 Lang Acq;3304 Phonetics;3305 Speech Science;4802 Rehabilitative Audiology;5801 Aud Assessment I;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning.		4802 Rehabilitative Audiology;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder;5807 Noise & Hearing Conservation;5808 Hearing Disorders;8801 Aud Assessment II	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems		5801 Aud Assessment I;5803 Hrg Loss Children: Diagnosis;5808 Hearing Disorders;8801 Aud Assessment II;8805 Hrg Sci Foundations of Audiol;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	

			How Achieved?	
A	B	C	D	E
Standard	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services.		4802 Rehabilitative Audiology;5801 Aud Assessment I;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder;5808 Hearing Disorders;8801 Aud Assessment II;8802 Hearing Aids II;8804 Aud Assessment III: Balance;8805 Hrg Sci Foundations of Audiol	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A10. Pathologies related to hearing and balance and their medical diagnosis and treatment.		5801 Aud Assessment I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5808 Hearing Disorders;8801 Aud Assessment II;8805 Hrg Sci Foundations of Audiol;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A11. Principles, methods, and applications of psychometrics.		3306 Hearing Science;5801 Aud Assessment I;8801 Aud Assessment II;8802 Hearing Aids II;8803 Signals & Systems in Audiol;8805 Hrg Sci Foundations of Audiol;5807 Noise & Hearing Conservation;5802 Hearing Aids I;5804 Cochlear Implants;8801 Aud Assessment II;8802 Hearing Aids II;8803 Signals & Systems in Audiol;8805 Hrg Sci Foundations of Audiol	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A12. Principles, methods, and applications of psychoacoustics.		3301 Acoustics;3306 Hearing Science;5801 Aud Assessment I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5806 Auditory Processing Disorder;8801 Aud Assessment II;8803 Signals & Systems in Audiol;8805 Hrg Sci Foundations of Audiol	8820 Clinical Education in Audiology; 8840 Audiology Externship	5810 Lab Module in Audiology;5830 Clinical Foundations in Audiology
A13. Instrumentation and bioelectrical hazards.		5802 Hearing Aids I;5804 Cochlear Implants;8801 Aud Assessment II;8802 Hearing Aids II;8803 Signals & Systems in Audiol;8805 Hrg Sci Foundations of Audiol;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	5810 Lab Module in Audiology;5830 Clinical Foundations in Audiology
A14. Physical characteristics and measurement of electric and other nonacoustic stimuli		3306 Hearing Science;5802 Hearing Aids I;5804 Cochlear Implants;5807 Noise & Hearing Conservation;8801 Aud Assessment II;8802 Hearing Aids II;8803 Signals & Systems in Audiol;8805 Hrg Sci Foundations of Audiol	8820 Clinical Education in Audiology; 8840 Audiology Externship	5810 Lab Module in Audiology;5830 Clinical Foundations in Audiology
A15. Assistive technology		4802 Rehabilitative Audiology;5802 Hearing Aids I;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5807 Noise & Hearing Conservation;8802 Hearing Aids II	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A16. Effects of cultural diversity and family systems on professional practice.		5401 Counseling & Prof Issues;5801 Aud Assessment I;5802 Hearing Aids I;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder;5808 Hearing Disorders;8802 Hearing Aids II	8820 Clinical Education in Audiology; 8840 Audiology Externship	

A	B	C	How Achieved? D	E
Standard	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
A17. American Sign Language and other visual communication systems.		4802 Rehabilitative Audiology;5802 Hearing Aids I;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5807 Noise & Hearing Conservation;8802 Hearing Aids II	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations.		3306 Hearing Science;5801 Aud Assessment I;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder;5808 Hearing Disorders;8801 Aud Assessment II;8802 Hearing Aids II;8803 Signals & Systems in Audiol;8805 Hrg Sci Foundations of Audiol		
A19. Legal and ethical practices (e.g., standards for professional conduct, patients rights, credentialing, and legislative and regulatory mandates)		5401 Counseling & Prof Issues;5806 Auditory Processing Disorder;5802 Hearing Aids I;5807 Noise & Hearing Conservation;8802 Hearing Aids II	8820 Clinical Education in Audiology; 8840 Audiology Externship	5810 Lab Module in Audiology;5830 Clinical Foundations in Audiology
A20. Health care and educational delivery systems		4802 Rehabilitative Audiology;5401 Counseling & Prof Issues;5801 Aud Assessment I;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5806 Auditory Processing Disorder;8801 Aud Assessment II;8802 Hearing Aids II	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A21. Universal precautions and infectious/contagious diseases.		5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5808 Hearing Disorders;8802 Hearing Aids II	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A22. Oral and written forms of communication		All coursework; comprehensive exams	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A23. Principles, methods, and applications of acoustics (e.g., basic parameters of sound, principles of acoustics as related to speech sounds, sound/noise measurement and analysis, and calibration of audiometric equipment), as applicable to: a. Occupational and industrial environments b. Community noise c. Classroom and other educational environments d. Workplace environments		3301 Acoustics;3305 Speech Science;3306 Hearing Science;5802 Hearing Aids I;5804 Cochlear Implants;8801 Aud Assessment II;8802 Hearing Aids II	8820 Clinical Education in Audiology; 8840 Audiology Externship	5810 Lab Module in Audiology;5830 Clinical Foundations in Audiology
A24. The use of instrumentation according to manufacturer's specifications and recommendations		4801 Hearing Meas. & Disorders;5801 Aud Assessment I;5802 Hearing Aids I;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5807 Noise & Hearing Conservation;8801 Aud Assessment II;8802 Hearing Aids II;8803 Signals & Systems in Audiol;8805 Hrg Sci Foundations of Audiol;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	5810 Lab Module in Audiology;5830 Clinical Foundations in Audiology

A	B	C	How Achieved? D	E
Standard	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
A25. Determining whether instrumentation is in calibration according to accepted standards.		4801 Hearing Meas. & Disorders;5801 Aud Assessment I;5802 Hearing Aids I;5804 Cochlear Implants;5805 Advanced Rehab Audiology;8801 Aud Assessment II;8802 Hearing Aids II;8803 Signals & Systems in Audiol;5807 Noise & Hearing Conservation;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	5810 Lab Module in Audiology;5830 Clinical Foundations in Audiology
A26. Principles and applications of counseling		4802 Rehabilitative Audiology;5401 Counseling & Prof Issues;5801 Aud Assessment I;5802 Hearing Aids I;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder;5807 Noise & Hearing Conservation;5808 Hearing Disorders;8801 Aud Assessment II;8802 Hearing Aids II;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A27. Use of interpreters and translators for both spoken and visual communication		4802 Rehabilitative Audiology;5802 Hearing Aids I;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5807 Noise & Hearing Conservation;8801 Aud Assessment II;8802 Hearing Aids II	8820 Clinical Education in Audiology; 8840 Audiology Externship	
A28. Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management		4802 Rehabilitative Audiology;5401 Counseling & Prof Issues;5801 Aud Assessment I;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5807 Noise & Hearing Conservation;8801 Aud Assessment II;8802 Hearing Aids II;8803 Signals & Systems in Audiol		
A29. Consultation with professionals in related and/or allied service areas		4802 Rehabilitative Audiology;5401 Counseling & Prof Issues;5801 Aud Assessment I;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder;5807 Noise & Hearing Conservation;8801 Aud Assessment II;8802 Hearing Aids II;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	5820 Clinical Reseach & Practice: Grand Rounds; Clinical Education meetings
Standard IV-B. Prevention and Identification. The applicant must have knowledge and skills necessary to:				
B1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems.		4801 Hearing Meas. & Disorders;5801 Aud Assessment I;5803 Hrg Loss Children: Diagnosis;8801 Aud Assessment II;5807 Noise & Hearing Conservation;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	

A	B	C	How Achieved? D	E
Standard	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs.		5807 Noise & Hearing Conservation;8801 Aud Assessment II;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	
B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures.		3306 Hearing Science;4801 Hearing Meas. & Disorders;4802 Rehabilitative Audiology;5401 Counseling & Prof Issues;5801 Aud Assessment I;5803 Hrg Loss Children: Diagnosis;5807 Noise & Hearing Conservation;8801 Aud Assessment II	8820 Clinical Education in Audiology; 8840 Audiology Externship	
B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures.		4802 Rehabilitative Audiology;5401 Counseling & Prof Issues;5807 Noise & Hearing Conservation	8820 Clinical Education in Audiology; 8840 Audiology Externship	
B5. Educate individuals on potential causes and effects of vestibular loss		5801 Aud Assessment I;5803 Hrg Loss Children: Diagnosis;5808 Hearing Disorders;8801 Aud Assessment II;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	
B6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services.		3302 Anat & Phys;3306 Hearing Science;4802 Rehabilitative Audiology;5801 Aud Assessment I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5808 Hearing Disorders;8801 Aud Assessment II;8803 Signals & Systems in Audiol;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	
Standard IV-C: Assessment. The applicant must have knowledge and skills in:				
C1. Measuring and interpreting sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment.		5801 Aud Assessment I;5802 Hearing Aids I;5804 Cochlear Implants;5806 Auditory Processing Disorder;5808 Hearing Disorders;8801 Aud Assessment II;8803 Signals & Systems in Audiol	8820 Clinical Education in Audiology; 8840 Audiology Externship	5810 Lab Module in Audiology;5830 Clinical Foundations in Audiology
C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems.		3306 Hearing Science;4801 Hearing Meas. & Disorders;5801 Aud Assessment I;5803 Hrg Loss Children: Diagnosis;5807 Noise & Hearing Conservation;8801 Aud Assessment II;8805 Hrg Sci Foundations of Audiol	8820 Clinical Education in Audiology; 8840 Audiology Externship	

A	B	C	How Achieved? D	E
Standard	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning.		4801 Hearing Meas. & Disorders;4802 Rehabilitative Audiology;5801 Aud Assessment I;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5806 Auditory Processing Disorder;8801 Aud Assessment II;8802 Hearing Aids II;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	
C4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral		4801 Hearing Meas. & Disorders;5801 Aud Assessment I;5802 Hearing Aids I;5808 Hearing Disorders;8802 Hearing Aids II;5807 Noise & Hearing Conservation	8820 Clinical Education in Audiology; 8840 Audiology Externship	5810 Lab Module in Audiology;5830 Clinical Foundations in Audiology
C5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function		5801 Aud Assessment I;5804 Cochlear Implants;5806 Auditory Processing Disorder;5808 Hearing Disorders;8801 Aud Assessment II;8802 Hearing Aids II;8803 Signals & Systems in Audiol	8820 Clinical Education in Audiology; 8840 Audiology Externship	5810 Lab Module in Audiology;5830 Clinical Foundations in Audiology
C6. Conducting and interpreting behavioral and/or electrophysiologic methods to assess balance and related systems.		5801 Aud Assessment I;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	5810 Lab Module in Audiology;5830 Clinical Foundations in Audiology
C7. Conducting and interpreting otoacoustic emissions and acoustic imittance (reflexes)		5801 Aud Assessment I;5802 Hearing Aids I;5804 Cochlear Implants;5806 Auditory Processing Disorder;5808 Hearing Disorders;8801 Aud Assessment II;8803 Signals & Systems in Audiol	8820 Clinical Education in Audiology; 8840 Audiology Externship	5810 Lab Module in Audiology;5830 Clinical Foundations in Audiology
C8. Evaluating auditory-related processing disorders		4801 Hearing Meas. & Disorders;4802 Rehabilitative Audiology;5801 Aud Assessment I;5802 Hearing Aids I;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder;5807 Noise & Hearing Conservation;8801 Aud Assessment II;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	
C9. Evaluating functional use of hearing		4802 Rehabilitative Audiology;5801 Aud Assessment I;5802 Hearing Aids I;5804 Cochlear Implants;5805 Advanced Rehab Audiology;8801 Aud Assessment II;8802 Hearing Aids II;8805 Hrg Sci Foundations of Audiol	8820 Clinical Education in Audiology; 8840 Audiology Externship	
C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiology treatment/management plan.		4801 Hearing Meas. & Disorders;4802 Rehabilitative Audiology;5801 Aud Assessment I;5803 Hrg Loss Children;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder;5808 Hearing Disorders;8801 Aud Assessment II;8802 Hearing Aids II;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	5810 Lab Module in Audiology;5830 Clinical Foundations in Audiology
C11. Referring to other professionals, agencies, and/or consumer organizations.		4802 Rehabilitative Audiology;5801 Aud Assessment I;5804 Cochlear Implants;5808 Hearing Disorders;8801 Aud Assessment II;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	5820 Clinical Reseach & Practice: Grand Rounds

A	B	C	How Achieved?	E
Standard	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
Standard IV-D: Intervention. The applicant must have knowledge and skills in:				
D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication		All graduate coursework	8820 Clinical Education in Audiology; 8840 Audiology Externship	
D2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following: a. Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating the consumer and family/caregivers in the use of and adjustment to such technology b. Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence d. Provision of comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems.		4802 Rehabilitative Audiology;5401 Counseling & Prof. Issues;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder;8802 Hearing Aids II;5807 Noise & Hearing Conservation;5808 Hearing Disorders	8820 Clinical Education in Audiology; 8840 Audiology Externship	
D3. Determination of candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments		4802 Rehabilitative Audiology;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder;5807 Noise & Hearing Conservation;5808 Hearing Disorders;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	
D4. Treatment and audiologic management of tinnitus		5808 Hearing Disorders;8801 Aud Assessment II;8802 Hearing Aids II	8820 Clinical Education in Audiology; 8840 Audiology Externship	
D5. Provision of treatment services for infants and children with hearing loss; collaboration/ consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans)		4802 Rehabilitative Audiology;5401 Counseling & Prof Issues;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder;5808 Hearing Disorders;8802 Hearing Aids II;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	

A	B	C	How Achieved?	E
Standard	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
D6. Management of the selection, purchase, installation, and evaluation of large-area amplification systems.		4802 Rehabilitative Audiology;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder;8802 Hearing Aids II	8820 Clinical Education in Audiology; 8840 Audiology Externship	5810 Lab Module in Audiology;5830 Clinical Foundations in Audiology
D7. Evaluation of the efficacy of intervention(treatment) services		4802 Rehabilitative Audiology;5801 Aud Assessment I;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder;8801 Aud Assessment II;8802 Hearing Aids II;8805 Hrg Sci Foundations of Audiol;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	
Standard IV-E: Advocacy/Consultation. The applicant must have knowledge and skills in:				
E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders		4802 Rehabilitative Audiology;5401 Counseling & Prof Issues;5801 Aud Assessment I;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5806 Auditory Processing Disorder;8802 Hearing Aids II;5807 Noise & Hearing Conservation	8820 Clinical Education in Audiology; 8840 Audiology Externship	5820 Clinical Reseach & Practice: Grand Rounds
E2. Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services.		4802 Rehabilitative Audiology;5401 Counseling & Prof Issues;5801 Aud Assessment I;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5806 Auditory Processing Disorder;8802 Hearing Aids II;5807 Noise & Hearing Conservation	8820 Clinical Education in Audiology; 8840 Audiology Externship	5820 Clinical Reseach & Practice: Grand Rounds
E3. Identifying underserved populations and promoting access to care.		4802 Rehabilitative Audiology;5401 Counseling & Prof Issues;5801 Aud Assessment I;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5806 Auditory Processing Disorder;8802 Hearing Aids II;5807 Noise & Hearing Conservation	8820 Clinical Education in Audiology; 8840 Audiology Externship	5820 Clinical Reseach & Practice: Grand Rounds
Standard IV-F: Education/Research/Administration. The applicant must have knowledge and skills in:				
F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services		4802 Rehabilitative Audiology;5801 Aud Assessment I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder;8801 Aud Assessment II	8820 Clinical Education in Audiology; 8840 Audiology Externship	5820 Clinical Reseach & Practice: Grand Rounds
F2. Applying research findings in the provision of patient care (evidence-based practice)		4802 Rehabilitative Audiology;5801 Aud Assessment I;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder;8801 Aud Assessment II;8802 Hearing Aids II;8805 Hrg Sci Foundations of Audiol;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	5810 Lab Module in Audiology;5820 Clinical Reseach & Practice: Grand Rounds;5830 Clinical Foundations in Audiology

			How Achieved?	
A	B	C	D	E
Standard	Knowledge/ Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g., labs, research) (Include description of activity)
F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence		4802 Rehabilitative Audiology;5801 Aud Assessment I;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5805 Advanced Rehab Audiology;5806 Auditory Processing Disorder;8801 Aud Assessment II;8802 Hearing Aids II;8805 Hrg Sci Foundations of Audiol;8807 Aud Assessment III: Balance	8820 Clinical Education in Audiology; 8840 Audiology Externship	5820 Clinical Reseach & Practice: Grand Rounds
F4. Administering clinical programs and providing supervision of professionals as well as support personnel		3306 Hearing Science;5401 Counseling & Prof Issues;8720 Clinical Education in SLP;8820 Clinical Education in Audiology	8820 Clinical Education in Audiology; 8840 Audiology Externship	5820 Clinical Reseach & Practice: Grand Rounds
F5. Identifying internal programmatic needs and developing new programs		4802 Rehabilitative Audiology;5401 Counseling & Prof Issues;5801 Aud Assessment I;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5806 Auditory Processing Disorder;8801 Aud Assessment II;8802 Hearing Aids II	8820 Clinical Education in Audiology; 8840 Audiology Externship	5820 Clinical Reseach & Practice: Grand Rounds
F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies		4802 Rehabilitative Audiology;5802 Hearing Aids I;5803 Hrg Loss Children: Diagnosis;5804 Cochlear Implants;5806 Auditory Processing Disorder;8802 Hearing Aids II;5807 Noise & Hearing Conservation	8820 Clinical Education in Audiology; 8840 Audiology Externship	5810 Lab Module in Audiology;5820 Clinical Reseach & Practice: Grand Rounds;5830 Clinical Foundations in Audiology
Standard V: Assessment. Applicants for certification must demonstrate successful achievement of the knowledge and skills delineated in Std. IV by means of both formative and summative assessments.				
Standard V-A: Formative Assessment. The applicant must meet the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.				
Standard V-B: Summative Assessment. The applicant must pass the national examination adopted by ASHA for purposes of certification in audiology.				
Standard VI: Maintenance of Certification. Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence (CCC) in Audiology. The renewal period will be 3 years. This standard will apply to all certificate holders, regardless of the date of initial certification.				

IX.

Appendix B: Program Forms

1. Sample Curriculum
2. Department Curriculum Form
3. Graduate Degree Plan Form

Schedule for Students Beginning in an Even-Numbered Year

*ALWAYS see your adviser before enrolling in courses

YEAR ONE

Fall

SLHS 5801	Audiologic Assessment I	3 cr	
SLHS 5802	Hearing Aids I	3 cr	
SLHS 5803	Hearing Loss in Children: Diagnosis	3 cr	
SLHS 5810	Lab Module in Audiology	1 cr	
SLHS 5820	Grand Rounds	1 cr	
SLHS 5830	Clinical Foundations in Audiology	1 cr	Total = 12

Spring

SLHS 8801	Audiologic Assessment II	3 cr	
SLHS 8802	Hearing Aids II	3 cr	
SLHS 5804	Cochlear Implants	3 cr	
SLHS 5810	Lab Module in Audiology	1 cr	
SLHS 5820	Grand Rounds	1 cr	
SLHS 5830	Clinical Foundations in Audiology	1 cr	Total = 12

May Session

SLHS 5806	Auditory Processing Disorders	2 cr	
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Summer

SLHS 8820	Clinical Education	3 cr	Total = 5 (+RF)
Related Fields			

YEAR TWO

Fall

SLHS 5401	Counseling and Professional Issues	3 cr	
SLHS 5808	Hearing Disorders	3 cr	
SLHS 8805	Hearing Science Foundations of Audiology	3 cr	
SLHS 5820	Grand Rounds	1 cr	
SLHS 8720	Clinical Education (SLP)	1 cr	
SLHS 8820	Clinical Education	2 cr	Total = 13

Spring

SLHS 5805	Advanced Rehabilitative Audiology	3 cr	
SLHS 5820	Grand Rounds	1 cr	
SLHS 8820	Clinical Education	3 cr	Total = 7 (+RF)
Related Fields			

May Session

SLHS 8807	Audiologic Assessment III: Balance	2 cr	
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Summer

SLHS 8820	Clinical Education	3 cr	Total = 5 (+RF)
Related Fields			

YEAR THREE

Fall

SLHS 5807	Noise and Hearing Conservation	3 cr	
SLHS 8803	Signals and Systems	3 cr	
SLHS 5820	Grand Rounds	1 cr	
SLHS 8820	Clinical Education	3 cr	
SLHS 8994	Plan B Preparation	4 cr	Total = 14

Spring

SLHS 5820	Grand Rounds	1 cr	
SLHS 8806	Audiology Capstone	6 cr	
SLHS 8820	Clinical Education	3 cr	Total = 10 (+RF)
Related Fields			

Notes: Only 4 credits of Grand Rounds are necessary for graduation, but students are expected to attend Grand Rounds during fall and spring semesters of all 3 years. SLHS 8820 credits may be "banked" in earlier semesters. Students register for 17 credits of SLHS 8840 during their externship.

Schedule for Students Beginning in an Odd-Numbered Year

*ALWAYS see your adviser before enrolling in courses

YEAR ONE

Fall

SLHS 5801	Audiologic Assessment I	3 cr	
SLHS 5802	Hearing Aids I	3 cr	
SLHS 5803	Hearing Loss in Children: Diagnosis	3 cr	
SLHS 5810	Lab Module in Audiology	1 cr	
SLHS 5820	Grand Rounds	1 cr	
SLHS 5830	Clinical Foundations in Audiology	1 cr	Total = 12

Spring

SLHS 8801	Audiologic Assessment II	3 cr	
SLHS 8802	Hearing Aids II	3 cr	
SLHS 5805	Advanced Rehabilitative Audiology	3 cr	
SLHS 5810	Lab Module in Audiology	1 cr	
SLHS 5820	Grand Rounds	1 cr	
SLHS 5830	Clinical Foundations in Audiology	1 cr	Total = 12

May Session

SLHS 8807	Audiologic Assessment III: Balance	2 cr	
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Summer

SLHS 8820	Clinical Education	3 cr	Total = 5 (+RF)
Related Fields			

YEAR TWO

Fall

SLHS 5701	Counseling and Professional Issues	3 cr	
SLHS 5807	Noise and Hearing Conservation	3 cr	
SLHS 8803	Signals and Systems	3 cr	
SLHS 5820	Grand Rounds	1 cr	
SLHS 8720	Clinical Education (SLP)	1 cr	
SLHS 8820	Clinical Education	2 cr	Total = 13

Spring

SLHS 5804	Cochlear Implants	3 cr	
SLHS 5820	Grand Rounds	1 cr	
SLHS 8820	Clinical Education	3 cr	Total = 7 (+RF)
Related Fields			

May Session

SLHS 5806	Auditory Processing Disorders	2 cr	
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Summer

SLHS 8820	Clinical Education	3 cr	Total = 5 (+RF)
Related Fields			

YEAR THREE

Fall

SLHS 5808	Hearing Disorders	3 cr	
SLHS 8805	Hearing Science Foundations of Audiology	3 cr	
SLHS 5820	Grand Rounds	1 cr	
SLHS 8820	Clinical Education	3 cr	
SLHS 8994	Plan B Preparation	4 cr	Total = 14

Spring

SLHS 5820	Grand Rounds	1 cr	
SLHS 8806	Audiology Capstone	6 cr	
SLHS 8820	Clinical Education	3 cr	Total = 10 (+RF)
Related Fields			

Notes: Only 4 credits of Grand Rounds are necessary for graduation, but students are expected to attend Grand Rounds during fall and spring semesters of all 3 years. SLHS 8820 credits may be “banked” in earlier semesters. Students register for 17 credits of SLHS 8840 during their externship.

Student Name: _____

Date Complete

Advisor Name: _____

Department Curriculum Form

Department of Speech-Language-Hearing Sciences & ASHA (2012 Standards)
 Doctor of Audiology (Au.D.)

Note: This form is to be used in conjunction with the KASA in order to track ASHA Knowledge and Skill Acquisition
 Form Template Last Updated: 08/14/2015

ASHA Foundational Requirements						
Course	Credits	Institution (If not U of M)	Equivalent Coursework (Course # & Title)	Semester/Year	UG	GRAD
Statistics (Including Anova)						
Behavioral and/or Social Science						
Biological Science						
Physical Science						
Total Credits:	0			Section Totals:	0	0

Foundations of Practice & Introductory Professional Courses						
Course	Credits	Institution (If not U of M)	Equivalent Coursework (Course # & Title)	Semester/Year	UG	GRAD
SLHS 3302: Anat/Phys Sp/Hrg Mech	3					
SLHS 3303: Language Acquisition and Science	3					
SLHS 3304: Phonetics	3					
SLHS 3305: Speech Science	3					
SLHS 3306: Hearing Science	3					
SLHS 4801: Hearing Measurement & Disorders	3					
SLHS 4802: Rehabilitative Audiology	3					
Total Credits: (Credits may differ somewhat if work completed elsewhere)	21			Section Totals:	0	0

Professional Coursework						
Course	Credits	Institution (If not U of M)	Equivalent Coursework (Course # & Title)	Semester/Year	UG	GRAD
SLHS 5401: Counseling and Professional Issues	3	NA	NA			
SLHS 5801: Audiologic Assessment I	3	NA	NA			
SLHS 5802: Hearing Aids I	3	NA	NA			
SLHS 5803: Hearing Loss in Children Diag.	3	NA	NA			
SLHS 5804: Cochlear Implants	3	NA	NA			
SLHS 5805: Advanced Rehabilitative Audiology	3	NA	NA			
SLHS 5806: Auditory Processing Disorders	3	NA	NA			
SLHS 5807: Noise & Hearing Conservation	3	NA	NA			
SLHS 5808: Hearing Disorders	3	NA	NA			
SLHS 5810: Lab Module in Audiology	1	NA	NA			
SLHS 5810: Lab Module in Audiology	1	NA	NA			
SLHS 5820: Grand Rounds	1	NA	NA			
SLHS 5820: Grand Rounds	1	NA	NA			

SLHS 5820: Grand Rounds	1	NA	NA			
SLHS 5820: Grand Rounds	1	NA	NA			
SLHS 5830: Clinical Foundations in Audiology	1	NA	NA			
SLHS 5830: Clinical Foundations in Audiology	1	NA	NA			
SLHS 8801: Audiologic Assessment II	3	NA	NA			
SLHS 8802: Hearing Aids II	3	NA	NA			
SLHS 8803: Signals & Systems in Audiology	3	NA	NA			
SLHS 8805: Hearing Science Foundations of Aud.	3	NA	NA			
SLHS 8807: Audiology Assessment III: Balance	3	NA	NA			
Total Professional Credits:	50			Section Totals:	0	0

Clinical Education						
Course	Credits	Institution (If not U of M)	Equivalent Coursework (Course # & Title)	Semester/Year	UG	GRAD
SLHS 8820: Clinical Education in Audiology		NA	NA			
SLHS 8820: Clinical Education in Audiology		NA	NA			
SLHS 8820: Clinical Education in Audiology		NA	NA			
SLHS 8820: Clinical Education in Audiology		NA	NA			
SLHS 8820: Clinical Education in Audiology		NA	NA			
SLHS 8820: Clinical Education in Audiology		NA	NA			
SLHS 8820: Clinical Education in Audiology		NA	NA			
SLHS 8820: Clinical Education in Audiology		NA	NA			
SLHS 8820: Clinical Education in Audiology		NA	NA			
Total Clinical Education: Minimum of 17 credits	0			Section Totals:	0	0

Externship						
Course	Credits	Institution (If not U of M)	Equivalent Coursework (Course # & Title)	Semester/Year	UG	GRAD
SLHS 8840: Externship		NA	NA			
SLHS 8840: Externship		NA	NA			
SLHS 8840: Externship		NA	NA			
SLHS 8840: Externship		NA	NA			
Total Externship: Minimum of 17 credits	0			Section Totals:		

Capstone Project and Related Fields						
Course	Credits	Institution (If not U of M)	Equivalent Coursework (Course # & Title)	Semester/Year	UG	GRAD
SLHS 8806: Audiology Capstone Project	6	NA	NA			
Related Fields 1:						
Related Fields 2:						
Related Fields 3:						
Total Capstone & Related Fields: Minimum of 8 Related Fields credits	6			Section Totals:	0	0

Total Graduate Credits	0
Practicum & Externship	0

Advisor/Authorized Signer Name: _____

Advisor/Authorized Signer Signature: _____

Date: _____

Graduate Degree Plan

DIRECTIONS—Use this form to declare your degree plan. Review your major field’s student handbook and confer with your faculty adviser and Director of Graduate Studies (DGS) to ensure your plan fulfills minimum graduate education and program requirements. Obtain original signatures from your faculty adviser, co-adviser (if applicable), major field DGS, and minor field DGS (if applicable) indicating their approval and **submit to your graduate program for review**. A copy of your plan will be sent to your University email following final review.

- Check here if this is a revision of a previously approved plan
- Check here if you are a master’s student who has completed or is currently pursuing an additional master’s program at the University of Minnesota.

GSSP use only

Committee Administrative officer _____

DGS only Date _____

To ensure privacy online, open in Adobe Reader (free at Adobe.com). Please add the required signature(s) in blue or black ink.

PART 1. Student information

University ID	University email _____@umn.edu
Student name (Last, first, middle)	

PART 2. Degree information

Degree sought	Major	
Track (if applicable)	Minor (if declared)	Language Requirement (if required)
If Master’s Degree (check one)	Number of thesis credits, if applicable	
<input type="checkbox"/> Plan A <input type="checkbox"/> Plan B <input type="checkbox"/> Plan C	<input type="checkbox"/> 10 Master’s Plan A thesis credits (8777)	<input type="checkbox"/> 24 Doctoral thesis credits (8888) <input type="checkbox"/> 4 Doctoral thesis credits (8888)—D.M.A. only <input type="checkbox"/> 12 Doctoral thesis credits (8888)—Ed.D. only

PART 3. Transfer coursework

List all transfer work in chronological order. Official transcripts must be attached unless previously submitted with your application for admission. **NOTE:** Course type “other” refers to outside of major and/or minor field coursework. A course cannot be used to meet both “major” and “other” course requirements.

Term and year	Check one		Department & course number	Course title	Number of semester credits	Grade	Institution
	Major	Other					

Graduate program/college office use only

All international coursework was reviewed by the Graduate Admissions office



PART 4. University of Minnesota coursework

List University of Minnesota coursework required by your Graduate Program in chronological order, beginning with earliest term and year. *Do not include the following: xxxx-8777, xxxx-8888, xxxx-8666, Grad 999, xxxx-8333, or xxxx-8444, coursework not applied to the degree.* **NOTE:** Course type "other" refers to outside of major and/or minor field coursework. A course cannot be used to meet both "major" and "other" course requirements.

Term and year	Check one		Department & course number	Course title	Number of semester credits	Grade
	Major	Other				

PART 5. Course totals (transfer and UMN coursework)

Major course credit total _____ Other/minor course credit total _____ Total course credit total _____

PART 6. Approval

Adviser name		Adviser signature		Date		
Co-adviser name		Co-adviser signature		Date		
DGS (major field) signature		Date	DGS (minor field) signature		Date	
Graduate program/college office use only: note any exceptions to University policy			College signature		Date	
			Administrative officer _____			
Date _____						

X.

Appendix C: Training and Policy

1. HIPAA Policy and Training
2. Infection Control Guidelines (Hand Washing and Blood Borne Pathogen Training)

Health Insurance Portability and Accountability Act (HIPAA) Privacy Rules Policies and Procedures for the Department of Speech-Language-Hearing Sciences Department & the Davis Speech-Language-Hearing Center

The Julia M. Davis Speech-Language-Hearing Center in the Department of Speech-Language-Hearing Sciences adheres to all guidelines established by the University of Minnesota to comply with the Health Information Portability and Accountability Act (HIPAA) privacy rules. The central goal of these guidelines is to secure Protected Health Information (PHI) from unauthorized access and release.

The University of Minnesota is a covered entity as defined by HIPAA. All covered entities are required to implement and maintain safeguards to protect the privacy and confidentiality of PHI.

Protecting Client Privacy is the Responsibility of all faculty, staff, and students. Everyone with access to PHI has a personal responsibility to safeguard the privacy and confidentiality of PHI as required by the University of Minnesota. When protecting the confidentiality of PHI, faculty, staff, and students are expected to abide by: ASHA code of Ethics, University of Minnesota Privacy Policies, and HIPAA.

A. Definitions and Policies:

1. PHI includes:

- Any *individually* identifying information such as name, address, telephone number, email contact, etc.
- Information about the clinical case, including history, test results, diagnosis, treatment plan, recommendations, and other pertinent details related to case service delivery.

This information may not be released to unauthorized users in any form (e.g., orally, in written form, or electronically) without a signed formal written consent (Release of Information To/From).

2. Authorized Access:

Access to PHI or medical records about clients is only provided when specifically assigned as part of clinical education.

Authorized access to PHI is granted to:

- Departmental Clinical Supervisors
- Departmental Graduate Student Clinicians working with a client
- Departmental Faculty consulting with a supervisor or student on a specific case
- Departmental support staff assisting with clinical administration or record keeping (e.g., reception staff, accountant, departmental administrator, practicum assistant)
- Other university employees who contract for clinical services to comply with mandatory employment or participation agreements (e.g., audiograms for annual hearing status)
- Commercial vendors who supply products for prescribed individual treatment (e.g., hearing aid vendor)

3. Unauthorized access:

The University of Minnesota does not authorize access, use, disclosure, or sharing of PHI in any format for any purpose not directly associated with the educational program at the University. A student intern or clinical instructor must not reveal any PHI obtained from the individuals s/he serves professionally to unauthorized users without written and signed permission from that individual. It is inappropriate to discuss clients anywhere outside of the Department of Speech-Language-Hearing Sciences.

Authorized access to PHI is **not** granted to:

- External supervisors or providers not a part of our department. These parties may only have access to this information with **signed formal written consent (Release of Information To/From)**.
- Casual parties (roommates, family, friends, and co-workers, etc.). These parties may only have access to this information with patient consent (**patient consent must be obtained for release of records**).
- **Any faculty or staff individuals not on a need-to-know basis.**

B. Implementation Strategies and Procedures:

1. Every client who attends JMDSLHC will sign a Release for Clinical Education Purposes at the time of the first visit. This release expires 10 years from the date of signature. Individuals who are not willing to sign this release may not be seen for services in this clinic. Clients may contact the clinical supervisor or the Director of Clinical Programs for more information or questions about this policy.

2. All PHI for all clients who attend JMDSLHC will be secured by faculty, staff, and students in the Department of Speech-Language-Hearing Sciences. No PHI and no original clinical records (test forms, raw data, videos, protocols, reports) or folders may leave Shevlin Hall. Records containing PHI must always be kept secure in the personal possession of an authorized user, a supervisor's office, or a central clinical filing cabinet in a locked space. In nonpublic areas (e.g., filing cabinets, schedule books, billing records, etc.), every faculty, staff, and student must secure records that contain PHI (e.g., locked storage, password protected computer files). All final copies of clinical reports must be generated with SLHS department computers on the designed clinic shared network using strong passwords that will change regularly. Reports must be printed to a secure printer and removed promptly from the printer. Printed documents must never be left unattended. PHI must not be stored on hard drives.

3. Obtain and wear an Identification Badge. Department staff and faculty must wear their U Card. Clinic staff and practicum students must wear their Clinic Badge. Both forms of identification can be obtained at the U Card office, and are prompted as part of your onboarding process to the department. If you lose your identification, you must alert the front desk immediately.

4. Assign and use a clinical code to prevent unauthorized access to PHI:

In all written records (test forms, chart notes, report drafts, including e-communications) replace individual identifiers with a 12-digit alphanumeric code to “de-identify” clinical records:

- First four letters of the supervisor’s last name
- First two letters of client’s last name
- First two letters of the client’s first name

- 4-digit month and year (MMYY) of the client’s signed “Release for Clinical Education Purposes”

Example: Mark DeRuiter supervises a client named Jessica Anderson, whose intake was in March, 2003: DERU-ANJE-0303

Note that client intake forms, chart file names, and final reports will be printed with accurate and relevant PHI; but all other written and electronic records, including report drafts and chart notes must use ONLY clinical codes to allow greater working flexibility (e.g., Xeroxing records) *without* releasing individually identifiable information.

5. Students will send their final, approved drafts of clinical reports to clinical supervisors in Shevlin for “re-identification” (e.g., replacing clinical codes with actual PHI: name(s), address, relevant dates, and other individually identifying information). Supervisors will thus have responsibility for printing out final copies of reports. All client-related documents will be printed through a secure printer. This procedure allows us to contain PHI within Shevlin Hall.

6. Prevent unauthorized access to PHI (verbal, written, or electronic) by maintaining case confidentiality. Confidentiality must be maintained for documents, client records, video and audio recordings, electronic communication, and clinical portfolios. Remove individual identifiers from all public areas, including reception areas, clinical suites, offices, and student rooms. Discussions about specific aspects of a clinical case are permissible as long as no identifying information is released to unauthorized users. Be mindful of departmental settings that are vulnerable for breach of confidentiality, including the observation booth, student and faculty lounges, waiting areas, hallways, public Xerox machine, your backpack, and space outside the clinic rooms. Do not make verbal remarks about the client or related clinical information in the presence of anyone other than an authorized user.

- **Documents:** All case-related paperwork leaving the department or being left in unsecured areas (i.e., department mailboxes) such as client notes, daily treatment plans, feedback regarding sessions, and e-communication) should be de-identified. For example, students may take copies of case-related paperwork home or to other study areas; but they should never include discernable identifying information. Use clinical codes instead.
- **Client Records:** Each client will have a Client Chart established before receiving treatment or assessment. Clients also may have video or audio records. Active client charts are kept in the files in room 18. The door to this room must remain closed and locked at all times. When clinic space does not allow all client charts to be maintained in the clinic, the oldest clinic charts will be stored in UMN archives. Information contained within the clinical records is personal and confidential and is not to be released without written consent from the client or guardian, using the Consent to Release Private Data. Client charts may not be removed from the Clinic.
- **Video and Audio Recordings:** Clients must agree to having therapy sessions recorded for the purposes of education and therapeutic intervention. The signed consent is located in the client’s chart. JMDLHC has a digital recording system with a central storage system. The clinic digital audiovisual system allows students to record treatment sessions and analyze data from recorded sessions. Students must have permission and a password to use the system. The

Clinic also has a number of digital cameras, voice recorders, and iPads available for recording. All visual and audio recordings are PHI. Recordings using the digital recording system will be stored on a central server. Students can access the recordings from computers in the Shevlin Computer Lab. Audiovisual data recorded in any medium (i.e., audio- or video-cassettes, CDs, DVDs, or jumpdrives) must be stored in the room 18 under the client specific name. The audio- or videocassettes, CDs, DVDs, or jumpdrives must be clearly marked with the client's name, date of birth, chart number, and date of recording. Recordings may be viewed or listened to ONLY in the JMDSLHC and may not be taken out of the Department. All recordings are kept only for the length of the client's treatment. In the event a student or faculty member wishes to keep a recording for educational purposes, they recording may be archived. Please talk with the clinic secretary in the event you wish for a file to be archived. Students and faculty may NOT use personal equipment for making any audio or visual recordings.

- **Electronic Communications:** Students and supervisors rely on electronic communications (often to and from home computers) for case-related planning, feedback, and paperwork. Again, all communications must be de-identified; use clinical codes only. Do not store PHI on hard drives. Email is not considered a secure means of communicating about a client or to a client. It is not acceptable to communicate about a client using PHI in your correspondence to other individuals. This restriction includes banning use of PHI in correspondence with clinic instructors. At times a client or guardian may wish to use email as a means of information exchange. If that is the case, students and instructors must notify the client/guardian of the risks of email correspondence, must get permission, and must save all correspondence in the client chart, in accordance with the University of Minnesota Policy: HIPAA Provider/Patient email Communication Working Procedure.
- **Portfolios:** No PHI is to be placed in Portfolios. Any documents containing PHI must be de-identified before being placed in the Portfolio. Students must remove all identifiers and information not essential to maintaining the integrity of the artifact for purposes of formative assessment. Before a client document can be used in a student Portfolio, students are responsible for de-identifying the entire document and submitting it to for approval from the clinical instructor before using any client-related documents in the Portfolio.

7. If a HIPAA clinical guideline is violated, notify your supervisor and the Director of Clinical Programs immediately. Using or sharing PHI for any purpose and disclosing PHI to any persons not directly associated with University of Minnesota education program violates HIPAA, state laws, and University policies. Individuals responsible for such violations will be subject to University sanctions as well as civil and criminal penalties. All covered entities are required to report suspected breaches of confidentiality. Faculty, staff, and students are required by University policy to report and suspected or known HIPAA violation or other misuse of PHI to the SLHS Clinical Program Director. Our Department will work together with the client and the University Privacy and Security office to remediate any breach as efficiently as possible.

8. Student, Staff, and Faculty Training:

In addition to meeting the JMDSLHC guidelines described above and before having contact with clients, faculty, staff, and practicum students are required to complete privacy and security components of University-directed training:

- **1PD – Data Security in Your Job** (Required for All)
- **2PD – Securing Your Computer Workstation** (Required for All)
- **3PD – Using University Data** (Required for All)
- **4FD – Managing Financial Data Securely**
- **5PD – Managing Personnel Data Securely**
- **6HD – Managing Health Data Securely** (Required for All)
- **7SD – Managing Student Data Securely**
- **9FM – Data Security Information for Faculty, Managers, and Supervisors**

The requirements are different for faculty, staff, and students. You will automatically be assigned necessary training based on your role in the department. You will receive University email confirmation after you have finished your modules. Graduate students and undergraduate observers should forward these email confirmations to the Clinical Education Program Coordinator. Your compliance records will also be updated automatically. Subsequent "refresher courses" are assigned through the University of Minnesota Office of Privacy and Security. Those assigned any refresher course must complete the assignment and turn in an updated record of completion to the SLHS Department.

Specific directions for entering the training modules follow:

1. Go to the ULearn portal: <https://webapps-prd.oit.umn.edu/lmsProxy/?proceedToLogin>. If you have not used ULearn yet, create an account using your x.500.
2. Once you have logged into ULearn, select the "Learning" tab.
3. Your ULearn Transcript should appear. There is a drop-down menu beneath the "Aggregate Training Completed." It allows you to select Active, Completed, or Archived. Select "Active."
4. Select "Launch" on any of the assigned course, like (HI5600) PJPD - Managing Health Data course
5. If the security courses do not appear to be assigned, you can search for them by title and launch them from the search results.

9. Off-Campus Procedures

Students who wish to use a de-identified document from an off-campus site for their portfolio must get permission in writing from the site and must get approval of the final document from the site. All permissions and approvals should be submitted with the de-identified document in the portfolio.

10. Provide a copy of the checklist for de-identification of client materials to all students via the Student Handbook.

Checklist for De-Identification of Client Materials:

- Name(s) of client, parents, care providers, other health professionals, etc.
- All geographic subdivisions smaller than a state (business, street address, city, county, precinct)
Note: zip code or equivalents must be removed, but can retain first 3 digits if the geographic unit to which the zip code applies if the zip code area contains more than 20,000 people.

- For dates directly related to the individual, all elements of dates, except year (date of birth, admission date, discharge date, date of death).
- All ages over 89 or dates indicating such an age, except that you may have an aggregate category of individuals 90 and older.
- Telephone number, fax number, or email address
- Social security number
- Medical record or health plan number
- Account numbers
- Certificate or license numbers
- Vehicle identification/serial numbers, including license plate numbers
- Device identification/serial numbers
- Universal resource locators
- Internet protocol addresses
- Biometric identifiers, including finger and voice prints
- Full face photographs and comparable images
- Any other unique identifying number, characteristic or code

Infection Control Guidelines

Handwashing

Most experts agree that the single most effective practice that prevents the spread of germs is good handwashing by providers and others. Some activities in particular expose everyone to germs or the opportunity to spread them. You can stop the spread of germs by washing your hands and teaching the children in your care good handwashing practices.

When Hands Should Be Washed

- Upon arrival at work.
- Immediately before handling or preparing food or feeding others.
- After using the toilet, assisting a child in using the toilet, or changing diapers.
- After contacting body fluids, including wet or soiled diapers, runny noses, spit, vomit, etc.
- After handling pets, pet cages, or other pet objects.
- Whenever hands are visibly dirty or after cleaning up.
- After removing gloves used for any purpose.*
- Before giving or applying medication or ointment.
- Before going home.

*If gloves are being used, hands should be washed immediately after gloves are removed even if hands are not visibly contaminated. Use of gloves alone will not prevent contamination of hands or spread of germs and should not be considered a substitute for handwashing.

How to Wash Hands

Always use warm, running water and a mild, preferably liquid, soap. Antibacterial soaps may be used, but are not required. Pre-moistened cleansing towelettes do not effectively clean hands and do not take the place of handwashing. Wet the hands and apply a small amount (dime to quarter size) of liquid soap to hands. Rub hands together vigorously until a soapy lather appears and continue for at least 15 seconds. Be sure to scrub between fingers, under fingernails, and around the tops and palms of the hands. Rubbing hands together under running water is the most important part of washing away infectious germs. Rinse hands under warm running water. Leave the water running while drying hands. Dry hands with a clean, disposable (or single use) towel, being careful to avoid touching the faucet handles or towel holder with clean hands. Turn the faucet off using the towel as a barrier between your hands and the faucet handle. Discard the used towel in a trashcan lined with a fluid-resistant (plastic) bag. Trashcans with foot-pedal operated lids are preferable. Consider using hand lotion to prevent chapping of hands. If using lotions, use liquids or tubes that can be squirted so that the hands do not have direct contact with container spout. Direct contact with the spout could contaminate the lotion inside the container.

When assisting a child in handwashing, either hold the child (if an infant) or have the child stand on a safety step at a height at which the child's hands can hang freely under the running water. Assist the child in performing all of the above steps and then wash your own hands.

Cleaning and Disinfection

Keeping the environment clean and orderly is very important for health, safety, and the emotional well-being of everyone. One of the most important steps in reducing the number of germs, and therefore the spread of disease, is the thorough cleaning of surfaces that could possibly pose a risk to children or staff.

Routine cleaning with soap and water is the most useful method for removing germs from surfaces. Good mechanical cleaning (scrubbing with soap and water) physically reduces the numbers of germs from the surface, just as handwashing reduces the numbers of germs from the hands. Removing germs is especially important for soiled surfaces that cannot be treated with chemical disinfectants, such as some upholstery fabrics.

However, some items and surfaces should receive an additional step, disinfection, to kill germs after cleaning with soap and rinsing with clear water. Items that can be washed in a dishwasher or hot cycle of a washing machine do not have to be disinfected because these machines use water that is hot enough for a long enough period of time to kill most germs. The disinfection process uses chemicals that are stronger than soap and water. Disinfection also usually requires soaking or drenching the item for several minutes to give the chemical time to kill the remaining germs. Commercial products that meet the Environmental Protection Agency's (EPA's) standards for "hospital grade" germicides (solutions that kill germs) may be used for this purpose. One of the most commonly used chemicals for disinfection is a homemade solution of household bleach and water. Bleach is cheap and easy to get. The solution of bleach and water is easy to mix, is nontoxic, is safe if handled properly, and kills most infectious agents. (Be aware that some infectious agents are not killed by bleach. For example, cryptosporidia is only killed by ammonia or hydrogen peroxide.)

Adapted from: <http://www.cdc.gov/handhygiene/Basics.html>

Training

As a member of the Department of Speech-Language-Hearing Sciences that may engage in activities that put you at risk of exposure to infectious diseases, you are required to complete the CDC's Hand Hygiene course at: <http://www.cdc.gov/handhygiene/training/interactiveEducation/>

Bloodborne Pathogens

Bloodborne pathogens are infectious microorganisms in human blood that can cause disease in humans. These pathogens include, but are not limited to, hepatitis B (HBV), hepatitis C (HCV) and human immunodeficiency virus (HIV). Needlesticks and other sharps-related injuries may expose workers to bloodborne pathogens. Workers in many occupations, including first aid team members, housekeeping personnel in some industries, nurses and other healthcare personnel may be at risk of exposure to bloodborne pathogens.

Taken from: <https://www.osha.gov/SLTC/bloodbornepathogens/index.html>

Training

As a member of the Department of Speech-Language-Hearing Sciences that may engage in activities that put you at risk of exposure to bloodborne pathogens, you are required to complete the University of Minnesota's Bloodborne Pathogen Training, Introductory and Advanced Courses. Instructions for registration and completion can be found here:

<http://www.ohs.umn.edu/programs/bbpe/training/home.html>