

## CLINICAL PRACTICUM HOURS AUDIOLOGY

Student's Name: \_\_\_\_\_ Dates of Practicum Period: \_\_\_\_\_

Practicum Site: \_\_\_\_\_ \*Hours should be rounded to the nearest quarter hour.

Activity	Assessment & Identification		Intervention & Management		Simulated Practice	
	Adults	Children	Adults	Children		
Hearing Measurement						
Audiological Assessment						
Electrophysiological & other Diagnostic Measurements						
Amplification						
Implantable Hearing Devices						
Calibration & Instrument Maintenance						
Auditory & Vestibular Disorders						
Tinnitus & Hyperacusis						
(Re) Habilitation						
Special Populations						
<b>AUD Section</b>	<b>Total:</b>	<b>Subtotal:</b>	<b>Subtotal:</b>	<b>Subtotal:</b>	<b>Subtotal:</b>	<b>Subtotal:</b>
SLP Minor Hours						
<b>SLP Section</b>	<b>Total:</b>	<b>Subtotal:</b>	<b>Subtotal:</b>	<b>Subtotal:</b>	<b>Subtotal:</b>	<b>Subtotal:</b>

Round to the nearest quarter hour

Name of Clinical Educator	Signature of Clinical Educator	Date
---------------------------	--------------------------------	------

## DESCRIPTION OF CLINICAL HOURS ACTIVITIES – AUDIOLOGY

**Hearing Measurement** – Basic pure tone assessment including hearing screens.

**Audiological Assessment** – Case history interview, otoscopy, immittance, speech testing, interpretation of results and basic recommendation and referrals.

**Electrophysiological** – Auditory evoked response testing and evaluation/interpretation, otoacoustic emission testing/screening and interpretation.

**Amplification** – Hearing Aid consultations, device recommendations, earmold impressions, verification of hearing aid fittings, follow-ups, and adjustments. Hearing aid orientation and troubleshooting. Cerumen management.

**Implantable Devices** – Testing, evaluation, fitting and follow up for cochlear implants, bone anchored hearing aids and middle ear implants.

**Calibration and Maintenance of Instrumentation** – General procedures for biologic calibration of equipment, assessment of equipment function and equipment troubleshooting.

**Auditory & Vestibular Disorders** – Auditory processing assessment/treatment; vestibular test procedures/treatment. Interpretation and analysis of test results.

**(Re) Habilitation** – Facilitate or conduct aural rehabilitation counselling, communication strategies. Advanced recommendations. Outcome measurements. Educational audiology counselling.

**Special Populations** – Autism, developmental delay, dementia, genetic disorders, nicu, occupational hearing loss, syndromes, craniofacial abnormalities, etc.

**SLP (Minor Hours for AUD students)** – Expectations for students gaining clinical experience in the minor area (SLP) focus on gaining an overall understanding and appreciation of the minor area as opposed to developing independence in specific skills. This would include, for example, being able to interpret assessment results, knowing when to refer, warning signs that would suggest a referral to an SLP is warranted; observational skills in relation to warning signs.

**\*Please note** – Choose the activity most strongly associated with the client. Hours can be divided between activities according to the amount of time spent on each.

## CLINICAL HOURS REQUIREMENTS – AUDIOLOGY

Provincial regulators require a minimum of 350 hours of supervised clinical education, including:

- Minimum 300 direct contact hours in audiology
- Minimum 20 direct contact or simulated practice hours in SLP (SLP hours do not count in the 300 direct contact hours and can include assessment, intervention, and/or prevention)
- Maximum of 50 simulated practice hours

The 300 direct contact AUD hours must also include:

- Minimum 50 hours with children
- Minimum 50 hours with adults
- Minimum 100 hours assessment
- Minimum 50 hours intervention

Clinical Activity Definitions: There is a minimum 1-hour requirement for the first six activities; the last four activities are optional.

<b>Direct Contact</b>	<p>A supervised practical learning experience where the student clinician actively participates in patient/client service. The patient/client or significant communication partner (i.e., spouse, parent, work colleague) need not be present for all activities, but these should be focused on the client's specific needs (e.g., team meetings, discussion with supervisor). This category is not meant to capture activities that are of a general nature (e.g., delivering a presentation on a disorder type).</p> <p style="text-align: center;">The participation may be <u>unaided</u> or <u>assisted</u>:</p> <ul style="list-style-type: none"> <li>• <u>Unaided participation</u> – patient/client services provided by student where the student's supervisor is readily available to assist or support the student but does not directly participate in services provided.</li> <li>• <u>Assisted participation</u> – patient/client services provided by student where the student's supervisor directs or guides the services provided.</li> </ul>
<b>Simulation</b>	<p>A practical learning experience where the student clinician participates in an activity that utilizes a real-life imitation of a patient/client with a set of problems. Simulations may be computerized or may involve an individual who is trained to act as a real patient/client.</p>