



THE UNIVERSITY OF
MEMPHIS

School of Communication
Sciences and Disorders

Audiology Clinical Educator Handbook

2025-2026



School of Communication
Sciences and Disorders

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Dear Clinical Educator,

On behalf of the faculty and students at the University of Memphis School of Communication Sciences and Disorders, we would like to extend our gratitude and sincere appreciation for your willingness to be involved in our students' clinical growth and education. We understand that involving students in your clinical practice can require additional efforts during your already busy clinic schedule, and we thank you for your time and support. We want you to have a positive experience collaborating with our program. Enclosed is information intended to facilitate the experience for you and the student.

Community-based practicums provide intensive experiential learning that gives the student an opportunity to refine their clinical practice. Emphasis should be placed on integrating the many roles of professional audiology and serving as a vehicle for the student to enhance their critical reasoning, judgement, and communication skills. We look forward to working with you to ensure you and the student have an excellent experience.

We encourage you to contact Dr. Jordan Alyse Coffelt at j.coffelt@memphis.edu or on her direct line at 901.678.4619 if there is any way that we can support you.

Sincerely,

Jordan Alyse Coffelt, AuD, CCC-A, FAAA
Director of Clinical Education, Audiology
Clinical Assistant Professor

Table of Contents

| | | |
|-------|---|----|
| I. | Introduction | 4 |
| II. | Mission and Vision..... | 4 |
| IV. | Audiology Program Directory | 5 |
| VI. | The Clinical Preceptor | 7 |
| VII. | University Director of Clinical Education in Audiology | 8 |
| VIII. | Important Dates..... | 8 |
| IX. | Getting Started with a Student | 9 |
| A. | Required Trainings, Vaccinations, and Liability Insurance | 10 |
| B. | Goal Setting..... | 10 |
| C. | Suggested Expectations to Discuss with Students During Clinic Placements..... | 11 |
| D. | Suggested Expectations of Preceptors to Discuss with Students During Clinic Placements | 12 |
| E. | Instruction and Evaluation..... | 13 |
| i. | Communication: | 13 |
| ii. | Preceptor Modeling: | 13 |
| iii. | Relationship: | 13 |
| iv. | Grading..... | 14 |
| ✓ | Clinical Performance Rating Scale..... | 15 |
| X. | Adaptability and Critical Thinking Skills..... | 15 |
| XI. | Resources and Support | 16 |
| | Appendixes | 16 |
| A. | Appendix - SOSA Form | 17 |
| B. | Appendix - Sample Student Evaluations for 1 st -3 rd Year Students..... | 19 |
| C. | Appendix - Sample Student Evaluations for 4 th Year Students | 21 |
| D. | Appendix - Pods Guy | 27 |
| E. | Appendix - Typhon Instructions..... | 29 |
| i. | Logging In..... | 29 |
| ii. | Approving Case Log Details..... | 30 |
| iii. | Reviewing Case Log Highlights..... | 33 |
| iv. | Reviewing Time Logs..... | 37 |
| F. | Appendix – Exxat Approving Clock Hours | 40 |

I. Introduction

Welcome to the University of Memphis School of Communication Sciences and Disorders!

We are so pleased that you have joined our team of valued and esteemed Audiology Clinical Preceptors. We hope that you are ready for the stimulating, exciting, and fulfilling world of audiology clinical education. Your contributions have a direct impact on our students as well as the field of audiology. We know and appreciate the time and effort you will spend making a difference in student's lives and hope that we can provide as much guidance and support as possible to assist you in this service.

All audiology students are placed in on-campus and off-campus practicum experiences prior to their externship. During the first year, students complete on-site clinic placements, participate in screening hours in development centers and the statewide EHDI initiative. Beginning with the second year of study, students participate in both on-site and off-site practicum experiences until the start of their fourth-year externship. Our students typically receive over 600 clinical clock hours prior to beginning their fourth year. Our community partnerships with preceptors, like you, provide our students with valuable opportunities to work with varying populations and gain experience from providers with different styles and specialties of care. The success of our program and our students would not exist without the support and dedication of professionals and mentors like you, and we are deeply grateful for your service.

This guide is designed to help you navigate the world of clinical education and to provide easy access to information that will be useful to you now and in the future. To help prepare you for your role as a preceptor, we would like to orient you to the School of Communication Sciences and Disorders Doctor of Audiology Program. The clinical practicum experience is critical for the professional growth of our audiology students. It provides the student with learning opportunities to enhance their foundational skills and knowledge through professional interaction and mentorship. Throughout this experience, the student should have the opportunity to engage in professional dialogue as well as learn from clinicians with different approaches in the clinical setting. The externship experience is meant to be a combined effort between the extern, the clinical preceptor, and the university Director of Clinical Education. This handbook has been prepared to outline the roles of each individual involved to allow for optimal benefit for all parties involved.

II. Mission and Vision

The mission of the School of Communication Sciences and Disorders is to promote effective communication and function of related systems for all individuals through excellence in education, research, and practice.

Clinical Education Mission: Our mission is to provide students with a wide variety of clinical experiences while providing a continuum of support using best practices in clinical education.

Clinical Education Vision: Our vision is to develop future clinicians who

- Provide culturally competent, client-centered care
- Are stewards of best practice
- Demonstrate excellence in critical thinking
- Develop strong relationships with clients and colleagues

III. Benefits of the Practicum Experience

Student Benefits

- ✓ Provides a broader clinical experience across the scope of practice in audiology
- ✓ Gaining confidence in clinical skills
- ✓ Exposure to various clinical settings

Preceptor Benefits

- ✓ Reinvigoration of practice in the preceptor role
- ✓ Professional development
- ✓ Service to the profession

Program Benefits

- ✓ Opportunity to interact with professionals in the field
- ✓ Helps meet accreditation standards

IV. Audiology Program Directory

Clinical Faculty

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V. The Practicum Student and/or Extern

Responsibilities (see Section VIII.C.):

1. The student is expected to show up on time and prepared every working day.
 - a. It is the responsibility of the student to contact their preceptor(s) to establish when and where they are expected to be,
 - b. the dress code,
 - c. any relevant policies and procedures they should be aware of
2. The student is expected to acknowledge and adhere to the rules and protocols of the practicum site at all times.
3. The student is to demonstrate responsible, accountable, and ethical behaviors.
4. The student is to progress in their independence as they meet clinical competencies.
5. The student is to perform independently only those skills that the student is competent and prepared to perform at their level of skill.
6. The student is to develop collaborative relationships with clients, the preceptor, agency personnel and other members of the practice.
7. The student should be constantly reflecting upon their professional performance concerning clinical skill as well as personal qualities that influence their working environment. They may wish to keep a journal of their strengths and weaknesses in order to improve upon or strengthen areas that will benefit them in their professional development as well as their patients.
8. The student is expected to participate in relevant clinical coursework (AUSP 8104 or AUSP 8125) while completing their practicum placement (see syllabi).
9. The student is expected to share and discuss semester goals with the preceptor.
10. The student is to develop knowledge and skills across the scope of practice.
11. The student is to seek appropriate learning opportunities throughout their clinical experiences.
12. The student is expected to use problem solving and critical thinking skills utilizing evidence-based practice in their clinical decision-making.
13. The student is asked to complete an advising meeting at midterm and at the end of the semester with the Director of Clinical Education regarding their performance and experience at the practicum site.
14. The student is to understand the roles of the student, faculty and preceptor throughout their clinical practice.
15. The student is to communicate with the preceptor and Director of Clinical Education should they become ill or unable to participate in their scheduled practicum at any time.
16. The student is to contact the Director of Clinical Education immediately when issues arise.

17. The student extern is required to submit clock hours via the clock hours tracking system (Typhon or Exxat) system weekly.

VI. The Clinical Preceptor

Qualifications:

1. At least nine months of practice experience post-certification
2. Has completed 2 continuing education hours in supervision (program has free opportunities for preceptors through CAPCSD)
3. Hold a current Certificate of Clinical Competence (CCC-A) or American Board of Audiology (ABA) certification
4. Hold the appropriate state license for the duration of the contractual term.

Responsibilities:

1. Serve as the primary supervisor to assist and monitor the student/extern in refining their clinical and professional skills within our scope of practice as they work towards becoming an independent practitioner.
2. Collaborate with the extern to determine a plan to establish goals and expectations for their practicum placement.
3. Provide the extern with a broad range of clinical experiences full-time, while maintaining appropriate supervision to allow for best-practice patient care.
4. Assist student with integrating theory into clinical practice.
5. Model professional conduct and evaluate the extern's conduct.
6. Register with the state that you will be serving this role with this particular extern within 30 days of the extern's start date, if required by your state.
7. Regularly provide constructive feedback to the extern.
8. Use other professionals to aid in clinical practicum in teaching, problem-solving, support and guidance, as needed.
9. Notify the Director of Clinical Education in Audiology to resolve issues including, but not limited to, student's inability to practice at an acceptable skill level, professionalism concerns, etc.
10. Regularly meet with the extern to discuss progress.
11. Approve clock hours of the extern, complete midterm evaluation and final evaluation each semester during the course of the externship.
 - a. We use the Typhon system for evaluations and clock hours. Please remember to check and approve clock hours on a regular basis. This can be cumbersome if you wait until the end of the semester.
 - b. If you have any password issues, please let the Director of Clinical Education in Audiology know.
12. If applicable, keep a record of leave requests.
13. Complete final paperwork for clock hours, licensure, and etc. if needed.

VII. University Director of Clinical Education in Audiology

Responsibilities:

1. Verify certification and state licensure for the clinical supervisor.
2. Provide health records of the student and faculty upon request by the extern site.
3. Require evidence of professional liability insurance coverage for externs during the contractual term.
4. Maintain contact with the clinical supervisor to review extern progress, address any concerns, and assist in optimizing the extern experience for all involved.
5. Keep documentation of the extern's progress and clock hours.
6. Assign and evaluate the student's SMART goals pertinent to the extern experience.
7. Conduct monthly web-based classes via Teams to discuss readings, presentations, experiences, and for student presentations of Grand Rounds cases.
8. Contact the student for midterm and final semester calls to review clinical experience and the extern's final evaluation.
9. Determine the extern's final grade and preparedness to enter the professional field.

VIII. Important Dates

Summer 2025

| | |
|-----------------------|--|
| <i>June 3, 2025</i> | <i>Clinic and Classes Begin</i> |
| <i>June 19, 2025</i> | <i>Juneteenth Holiday</i> |
| <i>June 27, 2025</i> | <i>Studebaker Lecture: Tinnitus</i> |
| <i>July 4, 2025</i> | <i>July 4th Holiday</i> |
| <i>July 18, 2025</i> | <i>Studebaker Lecture: Telehealth</i> |
| <i>August 1, 2025</i> | <i>Last Day of On-Site Clinic</i> |
| <i>August 4, 2024</i> | <i>Final Case Logs, Time Logs, and Evaluations Due</i> |
| <i>August 7, 2025</i> | <i>Last Day of Classes</i> |
| <i>August 8, 2025</i> | <i>Finals</i> |

Fall 2025

| | |
|-----------------------------|--|
| <i>August 20-22, 2025</i> | <i>Fall Orientation</i> |
| <i>August 25, 2025</i> | <i>Clinic and Classes Begin</i> |
| <i>September 1, 2025</i> | <i>Labor Day Holiday</i> |
| <i>October 10, 2025</i> | <i>Midterm Evaluations and Clock Hours Due</i> |
| <i>October 13-14, 2025</i> | <i>Fall Break</i> |
| <i>November 26-28, 2025</i> | <i>Thanksgiving Break</i> |
| <i>December 3, 2025</i> | <i>Clinic and Classes End</i> |
| <i>December 3, 2025</i> | <i>Final Case Logs, Time Logs, and Evaluations Due</i> |
| <i>December 4, 2025</i> | <i>Study Day</i> |
| <i>December 5, 2025</i> | <i>Robyn Cox Research Symposium</i> |
| <i>December 5-11, 2025</i> | <i>Finals</i> |

Spring 2026

| | |
|----------------------------|--|
| <i>January 14-16, 2026</i> | <i>Spring Orientation</i> |
| <i>January 19, 2026</i> | <i>Martin Luther King, Jr. Day Holiday</i> |
| <i>January 20, 2026</i> | <i>Clinic and Classes Begin</i> |
| <i>March 5-6, 2026</i> | <i>Mid-South Conference</i> |
| <i>March 6, 2026</i> | <i>Midterm Evaluations and Clock Hours Due</i> |
| <i>March 9-15, 2026</i> | <i>Spring Break</i> |
| <i>April 29, 2026</i> | <i>Clinic and Classes End</i> |
| <i>April 29, 2026</i> | <i>Final Case Logs, Time Logs, and Evaluations Due</i> |
| <i>April 30, 2026</i> | <i>Study Day</i> |
| <i>May 1-7, 2026</i> | <i>Finals</i> |
| <i>May 9, 2026</i> | <i>Graduation (tentatively)</i> |

IX. Getting Started with a Student

We depend a great deal on off-campus practicum sites to help support our student population. Since 2012, our student class size has increased by 50% and supports approximately 16-18 students per year. Director of Clinical Education in Audiology tracks each student's progress throughout his or her program. The AuD Faculty continually assesses the academic and clinic program to ensure the students' sequence of coursework matches their clinic work by building on foundational knowledge and skills. No student is assigned to a clinical practicum experience until they meet core competencies via knowledge and/or appropriate skill level.

The Director of Clinical Education begins thinking about appropriate off-campus placements for the following semester during midterms. It is her goal to match each student, preceptor and placement based on the individual students' clinical needs and previous experiences. The Director of Clinical Education or her designee will contact each preceptor to discuss the feasibility of a placement prior to the semester it will occur in. This communication typically occurs via email but may also be completed by phone or in a face-to-face meeting. The Director of Clinical Education informs each student, prior to their placements, to contact the individual preceptors to discuss pertinent policies and procedures, receive special instructions or complete individual assessments or interviews as determined by the site. The student is instructed to discuss dress code, parking and other needed requirements that must be completed prior to their start date. The preceptor should orient the student to the expectations of the placement as well as to their expectations as the instructor. On the first day, each student will provide the preceptor with a SOSA form. This form details the student's previous placements, and identifies their strengths, opportunities they are hoping to gain and areas of improvement they are currently addressing. The student and preceptor should use the SOSA form to lay out goals for the semester. This form is to be turned in to the Director of Clinical Education following the first week of placement.

Feel free to provide the student with resources, recommended or required readings, assignments, trainings, etc. to facilitate their transition to your site.

For the most part, the Director of Clinical Education is aware of any special requirements of your practicum site. However, this may not always be the case. Each supervisor has the opportunity to add requirements, readings, or additional information regarding their site directly into the Typhon or Exxat system either under your site tab or individual preceptor tab.

A. Required Trainings, Vaccinations, and Liability Insurance

Please note all Doctor of Audiology students are required to complete the following prior to clinical placement:

- ✓ Obtain a University of Memphis badge
- ✓ Tennessee Bureau of Investigations (TBI) background check provided through the College of Education
- ✓ HIPAA Training, yearly
- ✓ Basic Life Support and CPR Certification (American Heart Association or American RC)
- ✓ Blood borne Pathogen Training, yearly
- ✓ Hazardous Waste Training, yearly
- ✓ Minors on Campus Training, every two years
- ✓ FIT Testing for N95 masks
- ✓ Immunizations and Vaccinations¹:
 - Documentation of 2 MMR immunizations or proof of immunity for measles, mumps and rubella
 - Documentation of 2 varicella immunizations or proof of immunity for chicken pox
 - TDAP every 10 years
 - Hepatitis B vaccination
 - Flu shot, yearly
 - TB skin test or chest x-ray, yearly

¹ At times students may have personal or religious reasons for not obtaining immunizations, please notify the Director of Clinical Education and/or place in Typhon if you are unable to accept these students.

The University provides liability insurance for all enrolled students. A Certificate of Insurance can be found on the [CSD Clinical Educators website](#).

B. Goal Setting

The SOSA form (Appendix A) was developed to assist the preceptor in developing semester goals in consultation with the student. It is important for you and your staff to get a sense of the student's clinical strengths, areas for improvement and opportunities for growth. At times, students may be inclined to set goals that are not appropriate (either too high or too low). The best goals are those that are high enough to be motivating and rewarding, yet not impossible to achieve. Consider the clinical setting, the student's present level and set a goal that is

slightly higher than their current ability, a level that will be attainable. It may be beneficial to set short-term goals that will lead to the achievement of a much loftier long-term goal. Monitoring progress towards these goals will be important.

Example Goal: “At the conclusion of this clinical experience, the student will be able to: independently complete a complex audiologic evaluation, including masking, without assistance over three clinic sessions by midterm evaluation.”

Specific: independently complete pure tone air conduction testing, with appropriate masking

Measurable: without assistance over three clinic sessions

Achievable: based on previous clinical experience and with preceptor support to start

Relevant: providing a foundation for more complex diagnostic testing skills

Time-based: by midterm evaluation

Goals can be updated and revised, if needed, at any time. It is recommended that the student use the SMART goal format when developing these goals to provide a structure for the process (appendix B).

C. Suggested Expectations to Discuss with Students During Clinic Placements

The Doctor of Audiology students are expected to adhere to the following basic guidelines during their clinic placements both on-site and off-site:

| | |
|---------------------------------|--|
| <i>Be Punctual</i> | Arrive on time and prepared for the clinic day Begin and end appointments promptly Notify clinic director and preceptor of any illnesses via contact method of preceptor’s choice Do not come to clinic placement if ill |
| <i>Be Professional</i> | Discuss arrangements to make up any missed clinic days Dress appropriately for clinic setting (closed toe shoes at all times) Do not wear clothing that can be construed as offensive or revealing Interact with colleagues and patients in a manner appropriate for a professional setting Wear ID badge(s) Maintain an effective and appropriate professional relationship with preceptor(s), clinic support staff, peers, and patients |
| <i>Be Dependable</i> | Prepare and conduct clinical services as assigned Attend required meetings, classes, trainings or conferences as required |
| <i>Maintain Confidentiality</i> | Notify clinic director and preceptor if they are unable to do so Ensure all documentation and paperwork is completed and in assigned secure location Lock computer workstations if stepping away |

| | |
|---------------------------------------|--|
| <i>Practice Ethically</i> | <p>Use discretion when discussing cases</p> <p>Conduct clinical work in accordance to state and national certification bodies</p> <p>Introduce yourself as a graduate student clinician, working under the supervision of an audiologist</p> <p>Conduct diagnostic testing, rehabilitative care and counseling at their given skill level and notify preceptor if support needed</p> |
| <i>Practice Patient-Centered Care</i> | <p>Students are trained and encouraged to provide patient-centered and individualized care</p> <p>Conduct themselves in a professional manner at all times to ensure the safety and welfare of all patients</p> |

D. Suggested Expectations of Preceptors to Discuss with Students During Clinic Placements

We appreciate and value the time, effort, and energy you spend guiding our students. Being a preceptor can be a very rewarding way to contribute to personal, professional, and student growth as well as help to advance your field and profession. As you know, your involvement will require commitment that will affect your daily responsibilities, schedule, and impact the life and future career of your student. It requires patience, understanding, compassion and time. Your clinical experience and skills are of great value to our students; please take the time to guide, direct, and facilitate the learning process by providing:

- ✓ A model for clinical service and professionalism in your clinical setting;
- ✓ Instruction in audiologic procedures, techniques, and treatment planning, whenever possible
- ✓ A safe environment for the student to practice these skills with patients in the clinical setting
- ✓ Regular and constructive feedback about the student's clinical skill development and professionalism in order to give students every opportunity to grow and achieve their goals;
- ✓ A midterm and final evaluation using the Typhon or Exxat system (appendix C)
- ✓ Be on-site and available to immediately respond to the needs of the patient whenever a student is performing diagnostic testing or providing intervention services
- ✓ Notify the Director of Clinical Education if you have concerns relating to student performance that you are unable to address with the student when providing feedback and/or during their evaluation.

At times, it may be necessary to pull a student from a placement for a variety of reasons. Rarely does this occur; however, should this be needed, the Director of Clinical Education will work with you directly. One such reason may be the student's inability to successfully complete their placement. If this occurs, please know the student will be provided an opportunity to address these concerns via a Clinical and Academic Support Plan (CIASP). The purpose of this is to allow the student to remediate and address areas of concern and to monitor their progress.

E. Instruction and Evaluation

Whether or not you have previously provided preceptorship, teaching a student clinician may feel overwhelming. Here are some tips and tricks that can help you get started.

i. Communication:

- ✓ Communicate with the clinic director prior to the placement. Ask any questions you may have or concerns that can be addressed
- ✓ Communicate with the student prior to beginning the placement when the student makes initial contact or on their first day. If time permits, you may find it helpful to understand the preferred feedback style of the student in order to provide feedback in a way that is meaningful to the student.
 - Ask for examples of previous experiences that were both positive and negative
 - Ask the student what they expect from you when you are giving feedbackCommunicate with the student about your expectations, working style and approach to precepting. The student should know what to expect from the experience working with you. If time permits, you can schedule a time every week to discuss cases, patient needs, student needs and provide general feedback.
- ✓ We recommend holding a pre- and post-brief of the day with the student.
 - Pre-Brief- If possible, tell them your plan for the day, answer any questions, or discuss particulars regarding the day. This time will help set expectations.
 - Post-Brief- If possible, review the day, address any concerns you have, answer any questions, provide additional discussion or learning opportunities and set goals for the following session.

ii. Preceptor Modeling:

All clinics have different expectations. All clinicians do things in their own way. The student may need additional support to acclimate to your clinic setting and adjust. One of the ways this can be achieved is through modeling. Ask the student to observe you their first day or when performing a new task or procedure they have not seen before. Share with them your procedures and model the behaviors you expect them to use during their time at your site.

iii. Relationship:

It is my sincere hope you can build a professional relationship with your student, allowing both of you to experience clinical and professional growth. Having this kind of relationship can help you provide feedback in a safe environment. In a poll of students, students ranked the following as being indicators of good clinical instructors (Sloan, 2005):

- ✓ Strong interest in helping student develop clinical competencies, that is, students want to know that you are on their side, rooting for them to do well and supporting them through their clinical experience with you,
- ✓ Willingness to share knowledge and expertise

- ✓ Ability to create a warm supportive relationship
- ✓ Collaborate in problem solving
- ✓ Display good listening skills and
- ✓ Provide clear feedback

If any conflicts or concerns arise, please attempt to discuss these with the student directly. Conflict resolution opportunities can be modeled and help the student grow. If you are unable to speak with the student, please contact the Director of Clinical Education in Audiology to identify opportunities for resolution.

Remember the School has the Clinical and Academic Support Plan (CLASP) should it become necessary to implement remediation procedures.

At times, it can be hard to maintain a professional relationship with students. It can be tempting to be friends; however, it can be difficult to evaluate a student if you are friends. Once a student graduates, you can establish a friendship with the student.

iv. Grading

For grades in clinic class, clinical experiences account for 60% of the final grade, 20% is professionalism, 15% is documentation, and the remaining 5% is class meetings/assignments during years 1-3. During the 4th year, 50% of their grade is based on externship preceptor grading.

Throughout the semester, you have opportunity to provide the student with feedback and see their progress toward their SMART goals. You may find discussing progress towards goals with students each week or making notes will help you keep track. Use whatever system works for you. We use the Typhon and Exxat systems for the midterm and final evaluation for the student. The clinic director typically sends an email reminder one week prior to the due date and a second reminder the week of the due date. As part of the evaluation, you will have an opportunity to rate the student in four general areas: professionalism, diagnostics, counseling and report writing. You will rate the student on a scale of 1 to 5 (shown below). Additionally, you may offer individualized feedback to identify their strengths and areas for improvement. There is also an opportunity to mark the student as Excellent, Satisfactory or Unsatisfactory and assign a letter grade. Examples of these evaluations can be found in Appendixes B and C.

✓ Clinical Performance Rating Scale

The "Rating Scale" provides a quantitative measure of student performance, gives students information regarding their areas of strength and challenge, monitors improvement, and provides supporting information for the final grade. Ratings describe clinicians who have limited clinical competence and/or need extensive support, as well as clinicians who are relatively competent and independent in various clinical areas. Note: These ratings are a descriptive measure and are not based on a percentage of compliance in a section.

| Scale | Student Clinician Performance | Clinical Educator Support |
|-------|--|---|
| 1 | Skill Not Evident: Skill not evident or is implemented with difficulty. Student does not implement feedback to effectively change their behavior. Demonstrates incomplete understanding of clinical disorder/process. Observes & assists instructor. Difficulty focusing on client's/patient's needs. | Maximum Instruction: Direct instruction, background information, and demonstration is necessary most of time. Patient service is provided by clinical educator. |
| 2 | Emerging Skill: Student occasionally implements feedback to effectively change their behavior. Needs instruction to modify skill. Implements skill if previously discussed or modeled. Focused primarily on own needs and performance and less so on patient needs. Limited self-evaluation skills. | Constant Direction: Helps student understand relevant client/patient needs majority of time. Clarifies priorities. Some assistance and/or demonstration is needed during appointment. Provides post-appointment input to facilitate appropriate follow-up. Facilitates student self-evaluation. |
| 3 | Inconsistent Skill: Skill is in development. Implemented appropriately but inconsistently. Student does not independently modify behavior during session. Post-appointment, student aware of need to modify behavior, and able to identify some solutions, but may not use optimal methods. | Ongoing Guidance: Oversees appointment plan. Occasional input needed during appointment to ensure accurate, appropriate, and optimal services. Focus on increasing student awareness of when and how to improve the skill. Instruction frequently required to facilitate understanding of patient needs. |
| 4 | Consistent with Occasional Prompts: Skill implemented appropriately most of the time. Working on refining skill (i.e., increased consistency, efficiency, or effectiveness). During appointment student is aware of need for change and modifies behavior some of time. Initiates new suggestions some of the time. | Intermittent Prompting: Monitors student performance and plans. Gives prompts regarding patient needs and possible alternatives to consider some of time. Seldomly intervenes during appointment. |
| 5 | Consistent & Capable: In most situations, implements skills consistently and proficiently. Student modifies behavior as needed. Demonstrates independent clinical problem solving. Generates accurate self-evaluation. | Collaborative Input: Clinical educator confirms student hypotheses and plans most of the time. Collaborates with student regarding patient needs and suggests alternative areas to consider some of the time. Promotes student independence. Does not need to intervene during an appointment. |

X. Adaptability and Critical Thinking Skills

It can be hard for a student to put themselves out there and attempt new things. Many times they are afraid of making a mistake or getting a bad grade; however, by creating an atmosphere of trust

this can be overcome and allow the student to gain independence. Encourage them to try new skills in order to gain confidence in areas they may be lacking experience or competence.

One of the hardest parts of being a preceptor is teaching students how to think critically. We begin with trying to educate and demonstrate the crosscheck principle, fitting all the pieces together and utilizing evidence-based practice to support clinical decision-making. Students have a tendency to focus only on the current task and make sure they are doing that task correctly. This tendency makes it harder for them to grasp the context and implications of a clinical situation. As a preceptor, you may need to help guide the student in looking at the big picture. One of the things we implemented in the program is the use of case-based learning and the Pods Guy (Appendix D). The Pods Guy is a pictorial representation of a case. The students think through all aspects of a case from the referral source, to tests being performed to results and recommendations for future care. This tool has helped our students become better at critical thinking. You may need to remind them to do this in your setting. You can support the development of their thinking by asking the student questions during their interactions, when appropriate, reviewing the case with them during post-briefing and asking them to reflect at the end of the day.

XI. Resources and Support

We have compiled a variety of resources for our community-based clinical educators, which can be found on the Clinical Education page of our website. We also offer free CEUs in Supervision for our community-based clinical educators through the Betty Webster Symposium on Clinical Education and through the School's Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) membership. Additionally, Dr. Jordan Alyse Coffelt is happy to meet with community-based clinical educators for any reason. Meetings can be scheduled in person at the practicum site, at the University, or over Teams.

Appendixes

A. Appendix - SOSA Form

Instructions

Students are to complete this form prior to their first day at their offsite. They are then to discuss their areas of strength, the areas they wish to improve and the opportunities and goals they have for the semester. Following the meeting, the student should update the form and give a copy to their external preceptor and the clinic director.

Student Identifying Information

Student Name: _____ Semester/Year: _____
Year in Program: ☐ 1st ☐ 2nd ☐ 3rd

Previous Student Experiences

- | | | |
|--|--|---|
| <input type="checkbox"/> ENT Setting | <input type="checkbox"/> Private Practice | <input type="checkbox"/> Adult Hospital |
| <input type="checkbox"/> Headstart/Dev. Center | <input type="checkbox"/> School | <input type="checkbox"/> Children's Hospital |
| <input type="checkbox"/> Standard audiometry | <input type="checkbox"/> VRA | <input type="checkbox"/> CPA |
| <input type="checkbox"/> ABR | <input type="checkbox"/> VNG | <input type="checkbox"/> EcochG |
| <input type="checkbox"/> Intraoperative monitoring | <input type="checkbox"/> APD | <input type="checkbox"/> Cochlear Implant |
| <input type="checkbox"/> Pediatric AR | <input type="checkbox"/> Adult AR | <input type="checkbox"/> Speech-language |
| <input type="checkbox"/> Hearing aid selection | <input type="checkbox"/> Hearing aid fitting | <input type="checkbox"/> Hearing aid verification |
| <input type="checkbox"/> Other: | <input type="checkbox"/> Other: | <input type="checkbox"/> Other: |

Other Notes Regarding Experiences:

Student Clinical and Professional Analysis

| Strengths | Opportunities |
|----------------|-----------------------|
| | |
| Semester Goals | Areas for Improvement |
| | |

B. Appendix - Sample Student Evaluations for 1st-3rd Year Students

Preview Survey - "Offsite Evaluation of Student Performance 2025"

1

Thank you for being an offsite clinical educator for our students. Your feedback and support is greatly appreciated. Please use the below rating scale to help guide you in your decision-making about where the student is performing.

| Rating | Student Clinician Performance | Clinical Educator Support |
|--------|---|--|
| 1 | Skill Not Evident: Skill not evident or is implemented with difficulty. Student does not implement feedback to effectively change their behavior. Demonstrates incomplete understanding of clinical disorder/process. Observes & assists instructor. Difficulty focusing on client's/patient's needs. | Maximum Instruction: Direct instruction, background information, and demonstration is necessary most of time. Patient service is provided by clinical educator. |
| 2 | Emerging Skill: Student occasionally implements feedback to effectively change their behavior. Needs instruction to modify skill. Implements skill if previously discussed or modeled. Focused primarily on own needs and performance and less so on patient needs. Limited self-evaluation skills. | Constant Direction: Helps student understand relevant client/patient needs majority of time. Clarifies priorities. Some assistance and/or demonstration is needed during appointment. Provides post-appointment input to facilitate appropriate follow-up. Facilitates student self-evaluation. |
| 3 | Inconsistent Skill: Skill is in development. Implemented appropriately but inconsistently. Student does not independently modify behavior during session. Post-appointment, student aware of need to modify behavior, and able to identify some solutions, but may not use optimal methods. | Ongoing Guidance: Oversees appointment plan. Occasional input needed during appointment to ensure accurate, appropriate, and optimal services. Focus on increasing student awareness of when and how to improve the skill. Instruction frequently required to facilitate understanding of patient needs. |
| 4 | Consistent with Occasional Prompts: Skill implemented appropriately most of the time. Working on refining skill (i.e., increased consistency, efficiency, or effectiveness). During appointment student is aware of need for change and modifies behavior some of time. Initiates new suggestions some of the time. | Intermittent Prompting: Monitors student performance and plans. Gives prompts regarding patient needs and possible alternatives to consider some of time. Seldomly intervenes during appointment. |
| 5 | Consistent & Capable: In most situations, implements skills consistently and proficiently. Student modifies behavior as needed. Demonstrates independent clinical problem solving. Generates accurate self-evaluation. | Collaborative Input: Clinical educator confirms student hypotheses and plans most of the time. Collaborates with student regarding patient needs and suggests alternative areas to consider some of the time. Promotes student independence. Does not need to intervene during an appointment. |

2

Please rate your overall experience with the student based on the rating above.

| | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Attendance and Timeliness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interpersonal Communication (with clinical educators and staff) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Policy Compliance and Clinic Responsibilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Case History and Counseling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Clinical Skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3

General Comments and Feedback in areas of Professionalism

Please address areas of concern and growth as well as strengths here:

4

General Comments and Feedback in areas of Interpersonal Communication

Please address areas of concern and growth as well as strengths here:

5

General Comments and Feedback in areas of Policy Compliance and Clinic Responsibilities

Please address areas of concern and growth as well as strengths here:

6

General Comments and Feedback in areas of Case History and Counseling

Please address areas of concern and growth as well as strengths here:

7

General Comments and Feedback in areas of Clinical Skills

Please address areas of concern and growth as well as strengths here:

C. Appendix - Sample Student Evaluations for 4th Year Students

- 1 Evaluate each category below with a Yes/No or N/A answer that best describes your perception of the clinician's level of professionalism and independence as exhibited at your facility, with you, staff, colleagues, and in their work.

| | Yes | No | N/A |
|---|-----------------------|-----------------------|-----------------------|
| Extern has remained punctual throughout the externship. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extern has worked independently when appropriate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extern was prepared for client appointments and associated meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extern has always treated others with respect. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extern practiced a non-biased standard of care, showing unconditional positive regard for each individual, regardless of race, ethnicity, gender, sexual orientation, religious affiliation, socio-economic status and mental/physical ability. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extern provided me with multiple ways to contact him/her and responded in a timely fashion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extern utilized evidence-based practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extern used appropriate anecdotal information to demonstrate/explain theories and/or practices. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extern maintained an interest in current clinical research. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extern demonstrated a willingness to learn and accept feedback. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Yes | No | N/A |
| Extern achieved goals for the semester. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extern handled conflicts professionally. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extern followed the Code of Ethics (AAA and/or ASHA). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extern followed universal precautions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Yes | No | N/A |
|---|-----------------------|-----------------------|-----------------------|
| Extern followed HIPAA guidelines. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extern followed guidelines of the facility. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extern was enjoyable to work with. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2 General comments regarding student's professional behavior as noted above:

Enter a response

- 3 Evaluate each category below with a clinical performance rating (see below) that best describes your perception of the clinician's level of competence and independence as exhibited at your facility.

Clinical Performance Rating Scale

The Rating Scale provides a quantitative measure of student performance, gives students information regarding their areas of strength and challenge, monitors improvement, and provides supporting information for the final grade. Ratings describe clinicians who have limited clinical competence and/or need extensive support, as well as clinicians who are relatively competent and independent in various clinical areas. Note: The ratings are a descriptive measure and are not based on percentage of compliance in a section

(5) Demonstrates competence and independence in all aspects of clinical assignment; asks questions that reflect application and expansion of academic/clinical knowledge and experience; example: "I have noticed this problem, and this is how I'd like to handle it."

(4) Demonstrates high skill levels with most aspects of clinical assignment; requires minimal supervision and support; needs limited direction and minimal repetition or further clarification in order to problem solve; asks questions that reflect application of academic knowledge and experience; example: "I have noticed this problem, and these are some possible solutions. Which one should I try first?"

(3) Demonstrates acceptable skill levels with most aspects of clinical assignment; requires moderate supervision and support; needs moderate direction/instruction; may need clarification and follow-up of presented ideas; demonstrates emerging problem-solving skills; example: "I have noticed this problem. What should I do?"

(2) Demonstrates acceptable performance; requires extensive, specific direction and feedback; needs demonstration, considerable discussion, or role-play in order to learn and make changes; example: "What do I do?"

(1) Demonstrates unacceptable performance; unresponsive and/or unable to changes given extensive feedback.

| | 5 | 4 | 3 | 2 | 1 | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Obtaining case history. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Choosing appropriate test protocol or procedure (hearing evaluation). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Choosing appropriate test protocol or procedure (electrophysiologic). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Choosing appropriate test protocol or procedure (vestibular testing). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Choosing appropriate test protocol or procedure (APD) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Choosing appropriate test protocol or procedure (cochlear implants). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instructing patient(s). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Managing appointment time effectively. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | 5 | 4 | 3 | 2 | 1 | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Modifying procedures as needed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interpreting findings (hearing evaluation). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 5 | 4 | 3 | 2 | 1 | N/A |
| Interpreting findings (electrophysiologic). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interpreting findings (vestibular testing). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interpreting findings (APD). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interpreting findings (cochlear implants). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Troubleshooting hearing aids. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Performing electroacoustic measures appropriately as needed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working with a variety of hearing aid manufacturers and software. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Selecting appropriate devices to meet amplification needs of patients. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Using hearing aid verification and outcome measures as needed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recommending and selecting appropriate listening devices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4

| | 5 | 4 | 3 | 2 | 1 | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Determining whether instrumentation is in calibration according to accepted standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrating knowledge of when to mask, why masking necessary, and uses appropriate technique | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Measuring and monitoring outcomes of the appropriateness and efficacy of intervention. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding of styles technologies, features, and potential benefits/limitations of HA's | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conducting aural (re)habilitation sessions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Counseling patient and/or patient's family. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maintaining records in a manner consistent with legal and professional standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reporting findings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5 General comments regarding student's clinical performance as noted above:

Enter a response

6 Student's strengths noted at this time include:

Enter a response

7 Student's weaknesses noted at this time include:

Enter a response

8 What letter grade would you give this student for the semester?

- ☐ A
☐ B
☐ C
☐ D
☐ F

9 What letter grade would you give this student for the externship?

- ☐ A
☐ B
☐ C
☐ D
☐ F

10 ELECTRONIC SIGNATURE OF THE CLINICAL SUPERVISORS

▶ Response Required

SIGN HERE

Please Type Name


Please Type Name


Additional Comments:

Additional Comments

D. Appendix - Pods Guy

Appointment: _____

| | | |
|------------------|--|--|
| Problems | THE PODS GUY Pre-appt  | History |
| EBP | | EBP |
| Questions | Solutions | Possible Problems/ Handouts |
| EBP | EBP | EBP |

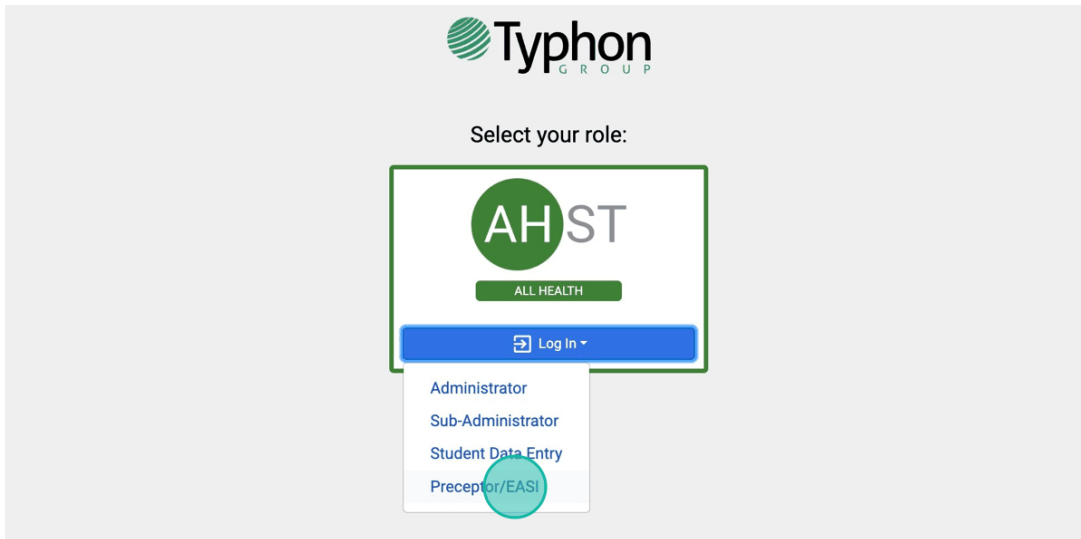
| | | |
|--|--|------------------------|
| Problems Found | THE PODS GUY Post-appt  | History |
| EBP | | EBP |
| New Questions | Tests Conducted | Case Management |
| EBP | EBP | EBP |
| Learning Opportunities / Things Done Well | | |

E. Appendix - Typhon Instructions

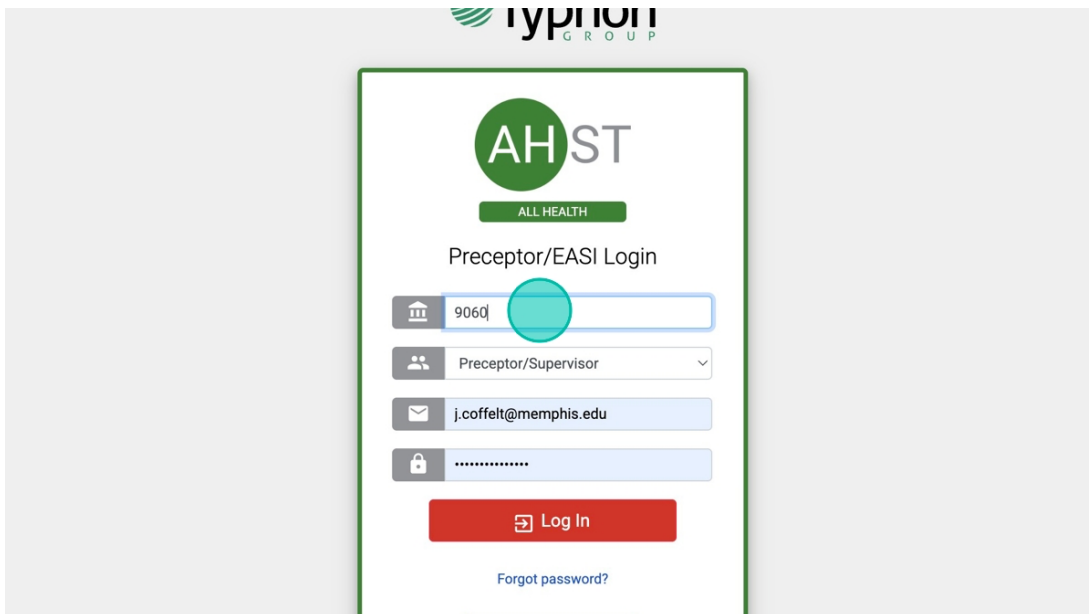
This guide instructs off-site preceptors to effectively navigate and utilize the Typhon Clock Hours System. It includes instructions for logging into the system, reviewing and approving case logs using the "detail" and "highlight" menus, and reviewing and approving time logs.

i. Logging In

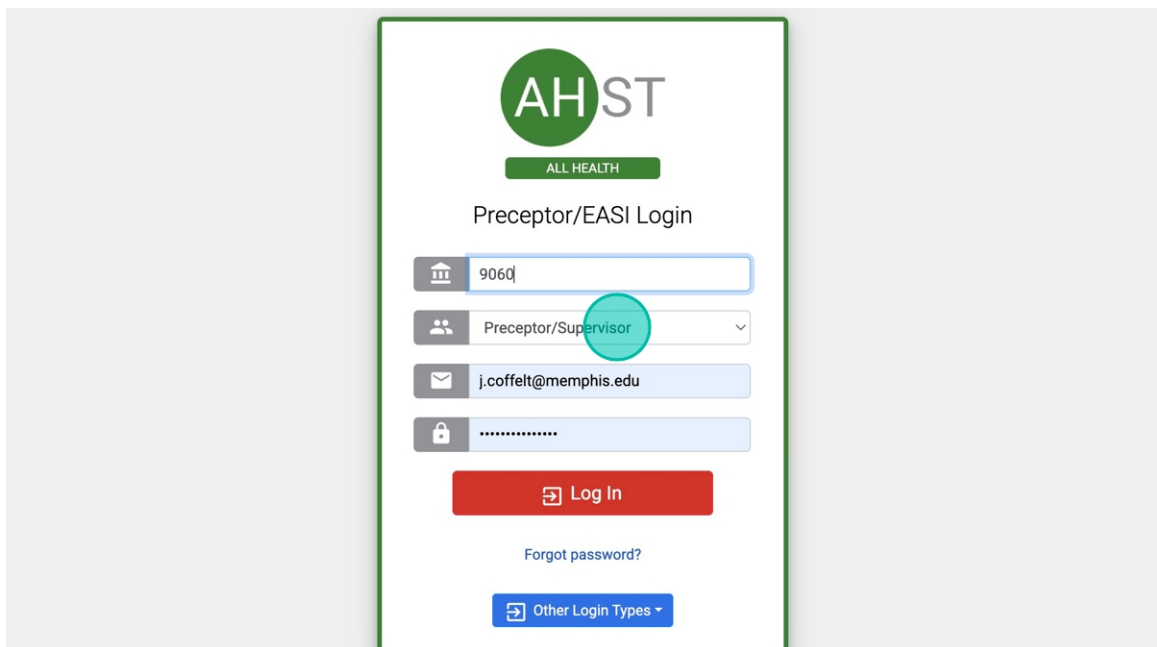
1. Navigate to <https://www.typhongroup.net/ahst/> and Click "Log In"
2. Click "Preceptor/EASI"



3. Click the "Account Number" field and type "9060"



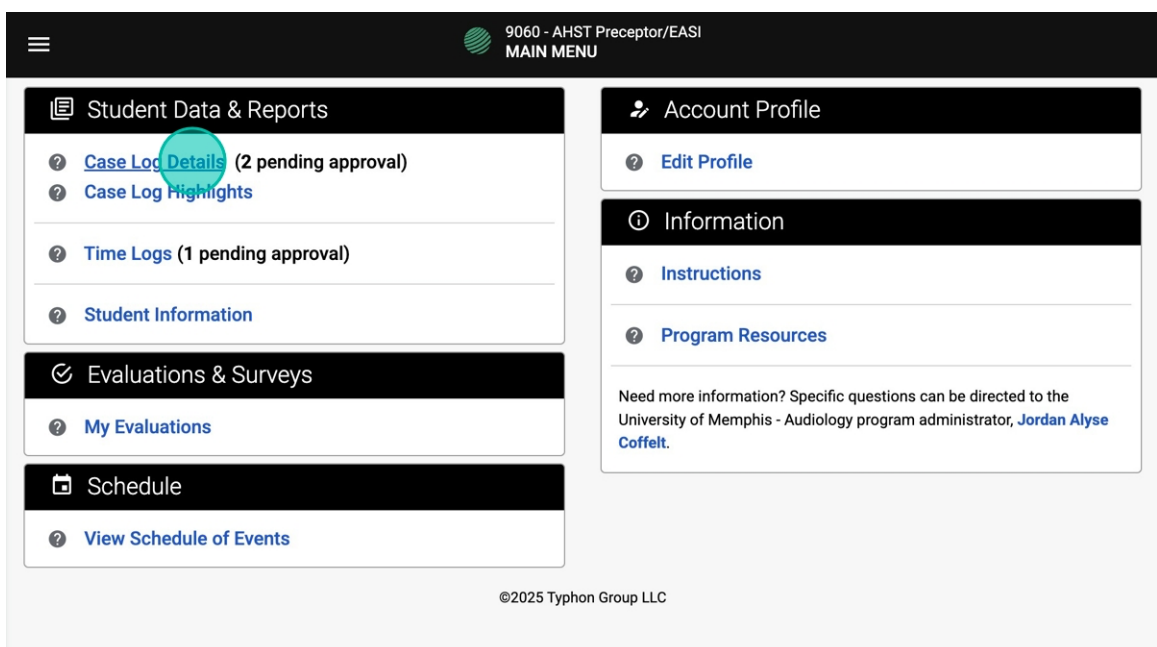
4. Select "Preceptor/Supervisor". Enter your email and password and click "Log In".



The image shows the AHST Preceptor/EASI Login page. At the top is the AHST logo with the tagline 'ALL HEALTH'. Below the logo is the title 'Preceptor/EASI Login'. The login form consists of four input fields: a school ID field containing '9060', a role dropdown menu set to 'Preceptor/Supervisor', an email field containing 'j.coffelt@memphis.edu', and a password field with masked characters. A red 'Log In' button is positioned below the password field. Below the button are links for 'Forgot password?' and 'Other Login Types'.

ii. Approving Case Log Details

1. Click "Case Log Details"







The image shows the AHST Preceptor/EASI Main Menu. The header bar displays the user's role '9060 - AHST Preceptor/EASI' and the 'MAIN MENU' title. The menu is organized into three main sections: 'Student Data & Reports', 'Evaluations & Surveys', and 'Schedule'. The 'Student Data & Reports' section is highlighted and contains links for 'Case Log Details' (with a note '(2 pending approval)'), 'Case Log Highlights', 'Time Logs (1 pending approval)', and 'Student Information'. The 'Evaluations & Surveys' section contains a link for 'My Evaluations'. The 'Schedule' section contains a link for 'View Schedule of Events'. On the right side, there is an 'Account Profile' section with a link for 'Edit Profile', and an 'Information' section with links for 'Instructions' and 'Program Resources'. A footer note states: 'Need more information? Specific questions can be directed to the University of Memphis - Audiology program administrator, Jordan Alyse Coffelt.'


2. View the Case Logs with the "Needs Review" status symbol.




9060 - AHST Preceptor/EASI
CASE LOG DETAILS - LIST

Case Log List











These are the cases where you were the faculty/preceptor marked by the student. Click a heading to sort by that column and use the filters as needed. Click on a case ID number to go to the case detail. The **Status** column will display a  **Pending** icon unless  **Approved** or  **Not Approved** by a faculty/preceptor or faculty member. Status and comments can be modified on individual logs. A vertical blue line next to a Pending icon indicates that someone has reviewed the case, added comments, or answered custom case status questions, but hasn't changed the status from Pending.



Student: --All Students--  Filter

From: MM/DD/YYYY  To: MM/DD/YYYY   Filter




Show 10 entries Search:


| Status | Case ID | Date | Student | Semester | Course |
|--|-------------------|-----------|---------|----------|---|
|  | 1323-20250610-001 | 6/10/2025 | | Summer | AUSP 8104 Clinical Practicum in Audiology |
|  | 1323-20250610-002 | 6/10/2025 | | Summer | AUSP 8104 Clinical Practicum in Audiology |
|  | 1323-20250610-001 | 6/10/2025 | | Summer | AUSP 8104 Clinical Practicum in Audiology |
|  | 1323-20250610-002 | 6/10/2025 | | Summer | AUSP 8104 Clinical Practicum in Audiology |
|  | 1328-20250610-001 | 6/10/2025 | | Summer | AUSP 8104 Clinical Practicum in Audiology |
|  | 1330-20250610-001 | 6/10/2025 | | Summer | AUSP 8104 Clinical Practicum in Audiology |
|  | 1330-20250610-002 | 6/10/2025 | | Summer | AUSP 8104 Clinical Practicum in Audiology |
|  | 1323-20250609-001 | 6/9/2025 | | Summer | AUSP 8104 Clinical Practicum in Audiology |
|  | 1332-20250609-002 | 6/9/2025 | | Summer | AUSP 8104 Clinical Practicum in Audiology |
|  | 1323-20250603-001 | 6/3/2025 | | Summer | AUSP 8104 Clinical Practicum in Audiology |


- Click on the "Case ID" number for the Case Log you would like to review.




9060 - AHST Preceptor/EASI
CASE LOG DETAILS - LIST

Case Log List




These are the cases where you were the faculty/preceptor marked by the student. Click a heading to sort by that column and use the filters as needed. Click on a case ID number to go to the case detail. The **Status** column will display a  **Pending** icon unless  **Approved** or  **Not Approved** by a faculty/preceptor or faculty member. Status and comments can be modified on individual logs. A vertical blue line next to a Pending icon indicates that someone has reviewed the case, added comments, or answered custom case status questions, but hasn't changed the status from Pending.



Student: --All Students--  Filter

From: MM/DD/YYYY  To: MM/DD/YYYY   Filter

Show 10 entries Search:

| Status | Case ID | Date | Student | Semester | Course |
|---|-------------------|-----------|---------|----------|---|
|  | 1323-20250610-001 | 6/10/2025 | | Summer | AUSP 8104 Clinical Practicum in Audiology |
|  | 1323-20250610-002 | 6/10/2025 | | Summer | AUSP 8104 Clinical Practicum in Audiology |
|  | 1323-20250610-001 | 6/10/2025 | | Summer | AUSP 8104 Clinical Practicum in Audiology |

Needs Review


View

Clinical Speech and Hearing Center

Faculty/Preceptor COFFELT, Jordan Alyse

Case Created (CT) 6/12/2025 11:30:12 AM

Last Edited (CT) 6/12/2025 11:42:48 AM

| | | | | | |
|---|-------------------|-----------|--|--------|---|
|  | 1325-20250610-002 | 6/10/2025 | | Summer | AUSP 8104 Clinical Practicum in Audiology |
|---|-------------------|-----------|--|--------|---|

- Click "Edit/Comment".

31

9060 - AHST Preceptor/EASI
CASE LOG DETAILS

[Return to List](#)

Current Status: Pending Edit/Comment

Pending Export to Word

Needs Review

University of Memphis - Audiology (Acct #9060)

Case ID #: 1325-20250610-001 (Status: Pending) Date of Encounter: 6/10/2025

Student Information -

Semester: Summer
Course: A USP 8104 Clinical Practicum in Audiology
Faculty/Preceptor: COFFELT, Jordan Alyse
Clinical Site: Memphis Speech and Hearing Center

Patient Demographics

Age: 81 years
Biological Sex: Male
Race: White, Non Hispanic
Insurance: Medicare and HMO

Clinical Information

Time with Patient: 120 minutes
Consult with Faculty/Preceptor: 60 minutes
Student Participation: Complex skills used
Patient Education:

ICD-10 Diagnosis Codes

H90.2 SENSCORNEURAL HEARING LOSS BILATERAL

- Change the Approval Status to either "Approved" or "Not Approved".

9060 - AHST Preceptor/EASI

Status: Case #1325-20250610-001

Approval Status: Approved

Case will be automatically locked if marked "Approved"

Comments:

Want to quickly approve cases **in bulk**?
Use the **Case Log Highlights** report instead.

Save Data Cancel

Biological Sex: Male
Race: White, Non Hispanic
Insurance: Medicare and HMO

Clinical Information

- Comments can be added if needed. Click "Save Data"

Case will be automatically locked if marked "Approved"

Comments:

University of Memphis - Audiology
Case ID #: 1325-20250610-001

Date of Encounter: 6/10/2025

Want to quickly approve cases **in bulk**?
Use the **Case Log Highlights** report instead.

Biological Sex: Male
Race: White, Non Hispanic
Insurance: Medicare and HMO

Clinical Information

Time with Patient: 120 minutes
Consult with Faculty/Preceptor: 60 minutes
Student Participation: Complex skills used
Patient Education:

ICD-10 Diagnosis Codes

7. Click "Return to List"

9060 - AHST Preceptor/EASI
CASE LOG DETAILS

[Return to List](#)

Current Status: ☒ Approved

University of Memphis - Audiology (Acct #9060)
Case ID #: 1325-20250610-001 (Status: Approved) Date of Encounter: 6/10/2025

Student Information

Semester: Summer
Course: AUSP 8104 Clinical Practicum in Audiology
Faculty/Preceptor: COFFELT, Jordan Alyse
Clinical Site: Memphis Speech and Hearing Center

Patient Demographics

Age: 81 years
Biological Sex: Male
Race: White, Non Hispanic
Insurance: Medicare and HMO

Clinical Information

Time with Patient: 120 minutes
Consult with Faculty/Preceptor: 60 minutes
Student Participation: Complex skills used
Patient Education:

ICD-10 Diagnosis Codes

41.100.2. SENSORINEURAL HEARING LOSS BILATERAL

iii. Reviewing Case Log Highlights

1. Click "Case Log Highlights"

University of Memphis - Audiology (9060) - AHST Preceptor/EASI
MAIN MENU

COFFELT, Jordan Alyse

Home

Student Data & Reports

Case Log Details

Case Log Highlights

Time Logs

Student Information

Evaluations & Surveys

My Evaluations

Schedule

View Schedule of Events

Account Profile

Edit Profile

Information

Instructions

Program Resources

Need more information? Specific questions can be directed to the University of Memphis - Audiology program administrator, [Jordan Alyse Coffelt](#).

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2. Select the student's name from drop-down menu.

University of Memphis - Audiology (9060) - AHST Preceptor/EASI
CASE LOG HIGHLIGHTS

COFFELT, Jordan Alyse

Home

Case Log Highlights

Generate a table of cases where you were the faculty/preceptor marked by the student. Basic information will be shown. Click on a case ID number to go to the case detail. The **Status** column will display Pending unless Approved or Not Approved by a faculty/preceptor or faculty member. You can click on the icons to quickly change the status, or use the edit icon to access all case log status functions and add comments. [More info about approving case logs.](#)

Student:

From:
To:

☐ Show entire **WEEK** of logs that includes the From date (Sunday - Saturday)
☐ Show entire **MONTH** of logs that includes the From date (first to last day of month)
☐ Only show **DAILY TOTALS**

Apply Filters

STUDENT: No Student Selected

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3. Click the "From" field and enter a date or click [TODAY].

University of Memphis - Audiology (9060) - AHST Preceptor/EASI
CASE LOG HIGHLIGHTS

COFFELT, Jordan Alyse

Home

Case Log Highlights

Generate a table of cases where you were the faculty/preceptor marked by the student. Basic information will be shown. Click on a case ID number to go to the case detail. The **Status** column will display Pending unless Approved or Not Approved by a faculty/preceptor or faculty member. You can click on the icons to quickly change the status, or use the edit icon to access all case log status functions and add comments. [More info about approving case logs.](#)

Student:

From:
To:

☐ Show entire **WEEK** of logs that includes the From date (Sunday - Saturday)
☐ Show entire **MONTH** of logs that includes the From date (first to last day of month)
☐ Only show **DAILY TOTALS**

Apply Filters

STUDENT: No Student Selected

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- By clicking "Show entire MONTH of logs" you can review the entire month's case logs.

The screenshot shows the Typhon Case Log Highlights interface. At the top, the header includes the Typhon logo, 'University of Memphis - Audiology (9060) - AHST Preceptor/EASI CASE LOG HIGHLIGHTS', and a user profile 'COFFELT, Jordan Alyse'. Below the header is a 'Home' link. The main section is titled 'Case Log Highlights' and contains a paragraph explaining the functionality. Below this is a filter section with a 'Student' dropdown, 'From' and 'To' date pickers (both set to 6/12/2025), and three checkboxes: 'Show entire WEEK of logs that includes the From date (Sunday - Saturday)', 'Show entire MONTH of logs that includes the From date (first to last day of month)', and 'Only show DAILY TOTALS'. The 'Show entire MONTH of logs' checkbox is highlighted with a red circle. Below the checkboxes is an 'Apply Filters' button. At the bottom, a black bar displays 'STUDENT: No Student Selected' and the footer shows '©2025 Typhon Group LLC'.

- Click "Apply Filters" to see the Case Logs.

This screenshot is identical to the previous one, showing the Typhon Case Log Highlights interface. The 'Show entire MONTH of logs' checkbox is highlighted with a red circle. In this version, the 'Apply Filters' button is also highlighted with a red circle. The rest of the interface, including the header, filter section, and footer, remains the same.

- Review the Case Logs.

From: 06/12/2025 To: 06/12/2025 [TODAY]

☐ Show entire WEEK of logs that includes the From date (Sunday - Saturday) ☒ Show entire MONTH of logs that includes the From date (first to last day of month)

☐ Only show DAILY TOTALS

Apply Filters Export to PDF

STUDENT: [REDACTED]

Cases from 6/1/2025 to 6/30/2025

| Change ALL to: | Status | Date | Site | Age | Patient Time | Faculty/Preceptor Consult Time | CPT/Description | Cust Dow Que |
|---|----------|-------------------------------|--|---------------|--------------|--------------------------------|---|---|
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | Case ID | Faculty/Preceptor | Sex | | | | |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Approved | 6/3/2025 1325-20250603-001 | Memphis Speech and Hearing Center COFFELT, Jordan Alyse | 77 years M | 120 min | 60 min | #1 - 92604 - DX ANALYSIS COCHLEAR IMPLANT, PATIENT >7 YRS; REPROGRAMMING #2 - 92626 - EVALUATION OF AUDITORY FUNCTION FOR SURG IMPLANT DEVICE; FIRST HOUR | Sett Hof Age Adul at 17 Seve Com Diso Profi Prim Lang Engl |
| <p>CLINICAL NOTES... This was a 77 year male with a cochlear implant on his right ear. He was seen for programming primarily using loudness balancing. We also cleaned his hearing aid and AZBio sentences and CNC words.</p> <p>FACULTY NOTES... Last modified by COFFELT, Jordan Alyse on 6/12/2025 6:21:30 PM CT</p> | | | | | | | | |

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7. By scrolling down you can see all the Case Logs from the month and daily totals.

[TODAY]

☐ Show entire WEEK of logs that includes the From date (Sunday - Saturday) ☒ Show entire MONTH of logs that includes the From date (first to last day of month)

☐ Only show DAILY TOTALS




Apply Filters Export to PDF

STUDENT: [REDACTED]

Cases from 6/1/2025 to 6/30/2025

| Change ALL to: | Status | Date | Site | Age | Patient Time | Faculty/Preceptor Consult Time | CPT/Description | Cust Dow Que |
|---|--------|-------------------|-----------------------|-----|--------------|--------------------------------|-----------------|---|
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | Case ID | Faculty/Preceptor | Sex | | | | |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | 1325-20250610-002 | COFFELT, Jordan Alyse | | | | valid CPT code. | Hof Age Adul at 17 Seve Com Diso Profi Prim Lang Engl |
| <p>CLINICAL NOTES... Performed cochlear implants administration tasks such as returning components that had previously been replaced from stock and cleaning and replacing magnets.</p> <p>FACULTY NOTES... Last modified by COFFELT, Jordan Alyse on 6/12/2025 6:21:30 PM CT</p> | | | | | | | | |
| DAILY TOTAL: | | 6/10/2025 | 2 cases | | 210 min | 60 min | | |

8. You can approve/not approve Case Logs individually, or use the "Change ALL to" icons to approve all Case Logs with one click.

The **Status** column will display  Pending unless  Approved or  Not Approved by a faculty/preceptor or faculty member. You can click on the icons to quickly change the status, or use the edit icon to access all case log status functions and add comments. [More info about approving case logs.](#)

Student:

From: 06/12/2025 To: 06/12/2025 [TODAY]








☐ Show entire **WEEK** of logs that includes the From date (Sunday - Saturday) ☒ Show entire **MONTH** of logs that includes the From date (first to last day of month)

☐ Only show **DAILY TOTALS**

[Apply Filters](#) [Export to PDF](#)

STUDENT: [REDACTED]

Cases from 6/1/2025 to 6/30/2025

| Change ALL to: | Status | Date | Site | Age | Patient Time | Faculty/Preceptor Consult Time | CPT/Description | Cust Dow Que |
|---|--|-------------------------------|--|---------------|--------------|--------------------------------|---|---|
|    | | Case ID | Faculty/Preceptor | Sex | | | | |
|    | Approved  | 6/3/2025 1325-20250603-001 | Memphis Speech and Hearing Center COFFELT, Jordan Alyse | 77 years M | 120 min | 60 min | #1 - 92604 - DX ANALYSIS COCHLEAR IMPLANT, PATIENT >7 YRS; REPROGRAMMING #2 - 92626 - EVALUATION OF AUDITORY FUNCTION FOR SURG IMPLANT DEVICE; FIRST HOUR | Setti Horn Age Adul at 17 Seve Com Diso Profi Prim Lang Engl |

CLINICAL NOTES...
This was a 77 year male with a cochlear implant on his right ear. He was seen for programming primarily using loudness balancing. We also cleaned his hearing aid and AZBio sentences and CNC words.

iv. Reviewing Time Logs

1. Click "Time Logs"

9060 - AHST Preceptor/EASI MAIN MENU

Student Data & Reports

- Case Log Details (1 pending approval)
- Case Log Highlights
- Time Logs (1 pending approval)**
- Student Information

Evaluations & Surveys

- My Evaluations

Schedule

- View Schedule of Events

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Need more information? Specific questions can be directed to the University of Memphis - Audiology program administrator, [Jordan Alyse Coffelt](#).

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2. Click "Time Logs Pending Approval"

Time Logs

Daily time logs where you were the faculty/preceptor marked by the student, most recent first, formatted in **hours**. The **Status** column will display **Pending** unless **Approved** or **Not Approved** by a faculty/preceptor or faculty member. You can click on the icons to quickly change the status, or use the edit icon to access all time log status functions and add comments. [More info about approving time logs.](#)

Time Logs Pending Approval: 1

Student: --Select One--

From: MM/DD/YYYY To: MM/DD/YYYY

Show data as: hours

☐ Show attachments/notes

Apply Filters

STUDENT: No Student Selected

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- Click the student's name.

Time Logs Pending Approval

These students have time logs that need review:

Student's Name

Time Logs

Daily time logs where you were the faculty/preceptor marked by the student, most recent first, formatted in **hours**. The **Status** column will display **Pending** unless **Approved** or **Not Approved** by a faculty/preceptor or faculty member. You can click on the icons to quickly change the status, or use the edit icon to access all time log status functions and add comments. [More info about approving time logs.](#)

Time Logs Pending Approval: 1

Student: --Select One--

From: MM/DD/YYYY To: MM/DD/YYYY

Show data as: hours

☐ Show attachments/notes

Apply Filters

STUDENT: No Student Selected

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- Review Time Logs. Statuses can be individually changed to approved or not approved, or you can click here to approve all Time Logs. Students log preparation, report writing, and administrative time here.

Time Logs

Daily time logs where you were the faculty/preceptor marked by the student, most recent first, formatted in **hours**. The **Status** column will display **Pending** unless **Approved** or **Not Approved** by a faculty/preceptor or faculty member. You can click on the icons to quickly change the status, or use the edit icon to access all time log status functions and add comments. [More info about approving time logs.](#)

Time Logs Pending Approval: 1

Student:

From:

MM/DD/YYYY

To:

MM/DD/YYYY

Show data as:

hours

☐ Show attachments/notes

Apply Filters

Export to Excel

STUDENT:

Time Logs: All Dates


| <div>Change ALL to:</div> <div> </div> | Status | Date | Course | Clinical Site | Shift Time Duration | Preparation for Clinic | Simu |
|--|----------|---------------|---|-----------------------------------|---------------------|------------------------|------|
| <div> </div> | Pending | 6/10/2025 | AUSP 8104 Clinical Practicum in Audiology | Memphis Speech and Hearing Center | 5.5 | 1 | |
| <div> </div> | Approved | 6/3/2025 | AUSP 8104 Clinical Practicum in Audiology | Memphis Speech and Hearing Center | 5.2 | 0.8 | |
| <div> </div> | Approved | 11/29/2023 | AUSP 8104 Clinical Practicum in Audiology | Memphis Speech and Hearing Center | 2.8 | 0 | |
| <div> </div> | Approved | 11/15/2023 | AUSP 8104 Clinical Practicum in Audiology | Memphis Speech and Hearing Center | 4 | 0 | |
| <div> </div> | Approved | 10/18/2023 | AUSP 8104 Clinical Practicum in Audiology | Memphis Speech and Hearing Center | 4 | 0 | |
| | | Totals | | | 21.5 | 1.8 | |


F. Appendix – Exxat Approving Clock Hours

When working with students during a rotation, the school may request you to review and sign off on the student's Clinical logs.

1. Once a student submits their log, you will be sent an email with a subject line "Student Name – Review log of Student". Click on the link to review their log.
 - a. Caution: the link automatically expires within 60 days!
 - b. Please note, Internet Explorer is not a supported browser.
 - c. If the link does not work, copy and paste the URL in a new window.

Review log of Rivera, Kelly for Clinical Externship in SLP: Level 3

 Rivera, Kelly <notifications@exxat.com>
To: Pinaz Driver



Dear Pinaz Driver,

Please click below link to review my logs on the Exxat.

Placement Details: Course Offering: SLP 530 - Clinical Externship in SLP: Level 3
Rotation: Clinical Externship III (2023-06-01T00:00:00 - 2025-12-31T00:00:00)


If clicking the link does not work, copy and paste the below URL in a new browser window instead.

<https://steps.exxat.com/gateway/delegator?key=b4846e41-322b-e372-5e4b-69c5a33a1cb3>

'Note :- This link expires in 60 days.'

Thank you,
Rivera, Kelly

2. You will be redirected to Exxat and will view all the logs submitted by the student.
 - a. You can filter by status.

 Rivera, Kelly
kelly.riveraslp@example.com
Circles of Virtue - Children's Advocacy Center | Clinical Externship III
Community Health (Developmental Disabilities)


2 Total 2 Pending Review 0 Needs Attention 0 Approved

Status
Pending Review, Ne...

Selected logs: 0/2 Approve Approve all logs

| <input type="checkbox"/> | LOG ID (2) | LOG STATUS | DATE OF SUBMISSION | LATEST STATUS COMMENTS | DATE OF SERVICE | AGE GROUP | MODE OF DELIVERY | SUPERVISOR NAME | INTERVENTION TOTAL | EVALUATION TOTAL |
|--------------------------|--------------|----------------|--------------------|------------------------|-----------------|--------------|------------------|-----------------|--------------------|------------------|
| <input type="checkbox"/> | 240513094729 | Pending Review | May 13, 2024 | - | May 13, 2024 | Adult (18+) | In Person | Pinaz Driver | 01:37 | 00:24 |
| <input type="checkbox"/> | 240513094656 | Pending Review | May 13, 2024 | - | May 13, 2024 | Child (0-17) | In Person | Pinaz Driver | 01:15 | 00:40 |

3. You can review multiple logs by clicking on the checkbox for selecting the logs and click on Approve all.



Rivera, Kelly

kelly.riveraslp@example.com

Circles of Virtue - Children's Advocacy Center | Clinical Externship III

Community Health (Developmental Disabilities)

2

Total

2

Pending Review

0

Needs Attention

0

Approved

Status

Pending Review, Ne...

Selected logs: 2/2

Approve

Approve all logs


| <input checked="" type="checkbox"/> | LOG ID (2) | LOG STATUS | DATE OF SUBMISSION | LATEST STATUS COMMENTS | DATE OF SERVICE | AGE GROUP | MODE OF DELIVERY | SUPERVISOR NAME | INTERVENTION TOTAL | EVALUATION TOTAL |
|-------------------------------------|--------------|----------------|--------------------|------------------------|-----------------|--------------|------------------|-----------------|--------------------|------------------|
| <input checked="" type="checkbox"/> | 240513094729 | Pending Review | May 13, 2024 | - | May 13, 2024 | Adult (18+) | In Person | Pinaz Driver | 01:37 | 00:24 |
| <input checked="" type="checkbox"/> | 240513094656 | Pending Review | May 13, 2024 | - | May 13, 2024 | Child (0-17) | In Person | Pinaz Driver | 01:15 | 00:40 |

4. A pop-up will appear asking you to confirm your review of the selected logs. Click Continue.

Are you sure you want to review all 2 Pending Review logs to Approved?

Cancel
Continue

5. If you'd like to view the log details, click on the log Id to open the log details.



Rivera, Kelly

kelly.riveraslp@example.com

Circles of Virtue - Children's Advocacy Center | Clinical Externship III

Community Health (Developmental Disabilities)

2

Total

2

Pending Review

0

Needs Attention

0

Approved

Status

Pending Review, Ne...

Selected logs: 0/2

Approve

Approve all logs

| <input type="checkbox"/> | LOG ID (2) | LOG STATUS | DATE OF SUBMISSION | LATEST STATUS COMMENTS | DATE OF SERVICE | AGE GROUP | MODE OF DELIVERY | SUPERVISOR NAME | INTERVENTION TOTAL | EVALUATION TOTAL |
|--------------------------|--------------|----------------|--------------------|------------------------|-----------------|--------------|------------------|-----------------|--------------------|------------------|
| <input type="checkbox"/> | 40513094729 | Pending Review | May 13, 2024 | - | May 13, 2024 | Adult (18+) | In Person | Pinaz Driver | 01:37 | 00:24 |
| <input type="checkbox"/> | 240513094656 | Pending Review | May 13, 2024 | - | May 13, 2024 | Child (0-17) | In Person | Pinaz Driver | 01:15 | 00:40 |

6. A drawer will open, and you will be able to view the Encounter details and hours added by the student.

Encounter Details

Supervisor Name

Pinaz Driver

Date of Service

05/13/2024

Age group

Adult (18+)

Age

43

Gender

Other

Race and Ethnicity

American Indian or Alaskan Native

Student Participation

Direct Contact

Mode of Delivery

In Person

Training Level

Graduate

| Types of Services Delivered | | |
|--------------------------------------|---------------|---------------|
| TYPES OF SERVICES DELIVERED | INTERVENTION | EVALUATION |
| Articulation/Speech Sound Production | | |
| Voice and Resonance | 00:37 (HH:MM) | |
| Fluency | | |
| Expressive/Receptive Language | | |
| Social Communication | | |
| Cognitive Communication | | 00:24 (HH:MM) |
| Hearing | | |
| Feeding and Swallowing | 01:00 (HH:MM) | |
| AAC/Communication Modalities | | |
| Total | 01:37 | 00:24 |

- If the log need updates or changes, please add a comment to inform the student and click on needs attention.

Review Log

Rivera, Kelly
kelly.riverasl@example.com
Circles of Virtue - Children's Advocacy Center | Clinical Externship III

Community Health (Developmental Disabilities)

>

240513094729
05/13/2024 • Adult (18+) / Other

Pending Review

Needs Attention

Approve

School Feedback

Add your feedback

update the hours for Fluency

View Log

Encounter Details

Supervisor Name
Pinaz Driver

Date of Service
05/13/2024

Age group
Adult (18+)

8. If you wish to approve the log click on the “Approve” icon.

X

Review Log

Rivera, Kelly

kelly.riveraslp@example.com

Circles of Virtue - Children's Advocacy Center | Clinical Externship III

Community Health (Developmental Disabilities)

240513094729

05/13/2024 • Adult (18+) / Other

Pending Review

Needs Attention

Approve

School Feedback

View Log

Add your feedback

update the hours for Fluency

+G

Encounter Details

Supervisor Name

Pinaz Driver


Date of Service

05/13/2024

Age group

Adult (18+)

9. The log entries you reviewed will be updated as Approved.



Rivera, Kelly

kelly.riverasp@example.com

Circles of Virtue - Children's Advocacy Center | Clinical Externship III

Community Health (Developmental Disabilities)

2 Total

0 Pending Review

0 Needs Attention

2 Approved

Status

Pending Review, Needs Attention

| LOG ID (2) | LOG STATUS | DATE OF SUBMISSION | LATEST STATUS COMMENTS | DATE OF SERVICE | AGE GROUP | MODE OF DELIVERY | SUPERVISOR NAME | INTERVENTION TOTAL | EVALUATION TOTAL |
|--------------|------------|--------------------|------------------------|-----------------|--------------|------------------|-----------------|--------------------|------------------|
| 240513094729 | Approved | May 13, 2024 | - | May 13, 2024 | Adult (18+) | In Person | Pinaz Driver | 01:37 | 00:24 |
| 240513094656 | Approved | May 13, 2024 | - | May 13, 2024 | Child (0-17) | In Person | Pinaz Driver | 01:15 | 00:40 |