

**SYLLABUS**  
**CSD 852: Hearing Assessment (Lecture), 2 s.h.**  
**University of Wisconsin-Stevens Point**  
**Fall 2018**  
**MW 10:30-11:20 am**  
**Room A207, SCI**

**Professor:** Dr. Rebecca L. Warner Henning  
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**Office Hours:** Monday 3-4, Wednesday 2:30-3:30, Friday 11-noon, and by appt.

**Prerequisites and Co-requisites:**

- First-year AuD student
- Concurrent enrollment in ComD 853 Hearing Assessment Lab
- Undergraduate courses in hearing science, acoustics, and introductory audiometry are recommended, but not required.

**Course Description:**

This course covers the purposes, methods, and theoretical and scientific rationale underlying basic methods of hearing assessment. It is designed to be taken in conjunction with the associated laboratory course, CsD 853. Following completion of the lecture and lab courses, students will be able to assess the integrity and sensitivity of the ear via otoscopy, pure-tone air- and bone-conduction testing (including masking), speech audiometry, and limited acoustic admittance measures. Students will also be able to take a case history, document and report results, and communicate results to patients. Students will develop a beginning-level ability to rule out medical disorders and make appropriate referrals. Finally, students will be able to adapt the audiologic test battery in special cases or with special populations.

**Required Textbook:**

Katz, J., Chasin, M., English, K., Hood, L., & Tillery, K. (Eds.). (2015). *Handbook of Clinical Audiology*, 7<sup>th</sup> ed. Baltimore: Lippincott Williams & Wilkins.

**Additional required readings are available on the course D2L site or online.**

**Listed below are some additional textbooks that you may find helpful. They are all available in the UWSP library. They are not on reserve, because it is typically only the students in this class who are interested in them. Since they are not on reserve, you may check them out; if you do so, please be willing to share with your classmates.**

Yacullo, W. S. (1996). *Clinical Masking Procedures*. Boston: Allyn & Bacon.

Roeser, R. J., Valente, M., & Hosford-Dunn, H (Eds.). (2007). *Audiology Diagnosis*, 2<sup>nd</sup> ed. New York: Thieme.

Busacco, D. (2010). *Audiologic Interpretation Across the Lifespan*. Boston: Pearson Education.

## Course Requirements

**You must complete *all* of the requirements listed below in order to pass the course.**

- You are required to prepare before class and before any meetings with me. Reading assignments and recorded lectures must be completed before the class period on the assigned date and before any meetings with me. This will allow us to use class or meeting time for more in-depth discussions, clarifications, or to discuss how the information applies to clinical cases.
- Class contributions: In order to benefit from class sessions, you should come prepared to participate in discussions and in-class exercises. Required readings should be completed before class, and you should use the questions on the ppts to help guide your readings. Each student is expected to contribute to class orally at least once per class session, and contributions are required even if you miss class. Your weekly contribution grades will be averaged over the semester. See the separate handout about class contribution requirements for more complete information.
- Presentation of a clinic case observation: either a case history or a results explanation. See the separate assignment description.
- Exams: there will be two midterms and one final exam. The exam format will be mostly short-answer. **The final exam will be comprehensive, and the date and time will be arranged.**
- Attendance: You are responsible for attending class. If you must miss class, please discuss this with me in advance if at all possible. Repeated unexcused absences may result in a reduced grade or a failing grade for the course. I reserve the right to ask you for documentation of excused absences. If you are concerned that a family or personal situation will cause you to miss class repeatedly, please discuss this with me so that we can come to an acceptable solution.

\*\*Please see additional information about grading and expectations in the “Important Grading Information” handout.\*\*

## Students with Disabilities

If any student has a disability and requires accommodations in meeting these requirements, please see me.

## Religious Observances:

I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first 3 weeks of the semester regarding specific dates with which you have conflicts.

## Academic Misconduct:

If a student is caught cheating or plagiarizing on any assignments/exams, the UWSP Student Misconduct procedures will be followed.

## Grading

Your final grade is determined by averaging your percent correct (*not* total number of points) on the following components. I'll calculate your final grade using the following weighting scale:

Class contributions	15%
Observation presentation	15%
Exam I	20%
Exam II	20%
Final Exam	30%

## Grading Criteria:

For complete information about grading criteria, please see the separate "Important Grading Information" handout, as well as the assignment description handout.

## Grading Scale:

UWSP Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentage	100-92	91.9-90	89.9-88	87.9-82	81.9-80	79.9-78	77.9-72	71.9-70	69.9-68	67.9-60	<60

**Course Objectives:** The following course objectives align with the American Speech-Language-Hearing Association (ASHA) 2020 requirements for the Certificate of Clinical Competence in Audiology (CCC-A).

**\*\*If you do not meet some or all of these objectives through normal class assignments (that is, if you perform below the B grade level on an exam question, an entire exam, or an assignment), you may be required to complete additional assignments, revisions, or re-writes in order for me to sign off on your application for the CCC-A.\*\***

The student will. . .	ASHA Ref	Level I/D/M*	Method of Assessment
Identify patient characteristics, e.g., age, cultural and linguistic diversity, medical history, cognitive status, and physical abilities, and describe how these characteristics may relate to the provision of clinical services.	A8, A16	D	Exams, presentations, class participation
Describe the psychoacoustic rationale(s) underlying audiology assessment methods (including pure-tone air- and bone-conduction testing, and speech audiometry).	A4	D	Exams, class participation
Describe the psychoacoustic rationale(s) underlying methods of masking.	A4	D	Exams, class participation
Describe the physical characteristics and advantages and disadvantages of the acoustic stimuli and transducers used in audiological assessment.	A4, A5	D	Exams, class participation
Identify and/or describe characteristics of common otologic disorders, and identify when medical or other referral is required for these disorders.	A1, C4	I	Exams, presentations, class participation

Describe appropriate interactions between audiologists and patients, families, and other professionals.	A15, A16, A17, A18,	I	Exams, presentations, class participation
Describe and explain the variables involved in selecting and applying various screening and follow-up procedures for identifying individuals with hearing impairment and disability/handicap.	B1, B2	D	Exams, class participation
Evaluate information from various sources to facilitate assessment planning.	C1, C2, C3	D	Exams, class participation, presentations
Describe and explain the important components of a case history.	C1, C2, C3	D	Exams, class participation, presentations
Explain the variables involved in administering clinically appropriate and culturally sensitive assessment measures.	C7, C8, C9, C10	D	Exams, class participation, presentations
Describe and explain the procedures and theoretical underpinnings involved in performing audiologic assessment using physiologic (acoustic immittance), psychophysical (pure-tone air- and bone-conduction testing, masking, and speech audiometry), and self-assessment measures.	C3, C7, C8, C9, C10, E1, E4	D	Exams, class participation,
Interpret the results of diagnostic evaluation (including pure tone air- and bone-conduction threshold testing, acoustic immittance measures, and speech audiometry) to establish type and severity of disorder.	C10	D	Exams, class participation, presentations
Generate and explain the rationale for recommendations and referrals resulting from screening and diagnostic audiologic evaluations.	B8, B9, C10	I	Exams, class participation, presentations
Describe and/or provide mock counseling to facilitate patients' understanding of the auditory disorder.	A15, A16, E1, E4, E5	I	Exams, class participation, presentations
Describe how to maintain records in a manner consistent with legal and professional standards.	A12, A22	D	Exams, class participation, presentations
Communicate results and recommendations orally and in writing.	A12	D	Exams, class participation, presentations

\* I/D/M indicates level of mastery = introductory/developing/mastery

### Instructor's Objectives:

In order to help you achieve the above objectives, I will do the following:

- 1) Provide you with suggestions for study skills and strategies;
- 2) Prepare classes that include a mix of lecture and active learning activities that are designed to engage you in the material and facilitate your learning;
- 3) Explain difficult concepts to the best of my ability;
- 4) Be available to answer questions or discuss the material;
- 5) Provide a non-threatening environment in which it is acceptable to "learn out loud," learn by trying new things and new ideas, and not always have the "right" answer.

### Course Schedule

Day	Date	Topic	Reading
W	September 5	Introduction to course, expectations, & tips for effective learning; goals in audiology; start disorders and medical referrals?	Katz et al. chapter 1
M	September 10	Disorders of the auditory system; medical referrals	Jordan & Roland (2000); Steiger (2005) FDA regulations: <a href="http://www.accessdata.fda.gov/scripts/cdrh/cfdocs/cfcr/CFRSearch.cfm?fr=801.420&amp;SearchTerm=801%2E420">http://www.accessdata.fda.gov/scripts/cdrh/cfdocs/cfcr/CFRSearch.cfm?fr=801.420&amp;SearchTerm=801%2E420</a> (scroll down to "warning to hearing aid dispensers")
W	September 12	<b>**Goals paper due: show me in class (will not be turned in)</b> Disorders and medical referrals; start pure-tone audiometry?	
M	September 17	Pure-tone audiometry	Katz et al., pp. 14-16 on biologic checks; Katz et al. chapter 3; Katz et al. chapters 24, 31, & 34: sections related to pure-tone testing; ASHA (2005) as reference
W	September 19	Pure-tone audiometry, possibly introducing bone-conduction concepts	Katz et al. chapter 4
M	September 24	Bone-conduction testing	Katz et al. chapter 4
W	September 26	Audiogram interpretation	Katz et al. chapter 3, pp. 37-45
M	October 1	Audiogram interpretation	Katz et al. chapter 3, pp. 37-45

<b>W</b>	<b>October 3</b>	<b>** Case history presentations</b> Tymanometry?	Recorded lecture on tymanometry; Katz et al. chapter 9, pp. 137-149 (tymanometry) Katz et al. chapter 10 (acoustic reflexes)
M	October 8	Tymanometry; Acoustic reflex thresholds?	Recorded lecture on tymanometry; Katz et al. chapter 9, pp. 137-149 (tymanometry) Katz et al. chapter 10 (acoustic reflexes)
<b>W</b>	<b>October 10</b>	<b>Exam I</b>	
M	October 15	Acoustic reflex thresholds; Tymp and ART cases?	
W	October 17	Tymp and ART cases	
M	October 22	Catch up	
W	October 24	Speech audiometry	Hornsby and Mueller (2013); McCreery (2013) Katz et al. chapter 5; additional required references on D2L
M	October 29	Speech audiometry	*There will likely be 1 or 2 recorded lectures to view on speech audiometry.
W	October 31	Speech audiometry	
M	November 5	Speech audiometry	
W	November 7	Speech audiometry; Begin masking?	Katz et al. Chapter 6 (masking)
M	November 12	Masking: concepts & procedures	Katz et al. chapter 6; consider Yacullo textbook
W	November 14	Masking	*There will likely be 1 or 2 recorded lectures to view on masking. Katz et al. chapter 6; consider Yacullo textbook
<b>M</b>	<b>November 19</b>	<b>Exam II</b>	
W	November 21	Masking	
M	November 26	Masking	
W	November 28	Masking	
M	December 3	Finish masking? Sharing results with patients	Clark and English (2004)
W	December 5	Sharing results with patients; Begin test performance?	Clark and English (2004)
<b>M</b>	<b>December 10</b>	<b>**Presentations on communicating results;</b> Test performance?	

W	December 11	Test performance for screening for HL and identifying retrocochlear HLs; referrals and communicating results to other professionals	ASHA (1997); Walden (2008)
	<b>December 17-21, date and time TBD</b>	<b>Final Exam</b>	