**SYLLABUS**

# CSD 852: Hearing Assessment (Lecture), 2 s.h.

# University of Wisconsin-Stevens Point

**Fall 2019**

**MW 10:30-11:20 am**

**Room 322, Collins Classroom Center (CCC)**

**Professor:** Dr. Rebecca L. Warner Henning

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**Office Hours:** Monday & 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 lab 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 the most common 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, 7th ed.* Baltimore: Lippincott Williams & Wilkins.

**Additional required readings are available on the course Canvas 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, 2nd 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, and 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. It will take place during final exam week, 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 reasonable accommodations to meet these requirements, you must contact the UWSP Disability and Assistive Technologies Center (DATC) to arrange for accommodations.

**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 competency requirements for the Certificate of Clinical Competence in Audiology (CCC-A).

**\*\*If you do not meet some or all of these competencies through the regular 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 competencies. An improvement plan may be necessary if any or some competency(ies) are not fully met by the end of the semester. (See the AuD Program Handbook that you were given at orientation for more information on improvement plans).\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| **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**

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| --- | --- | --- | --- |
| Day | Date | Topic | Reading |
| W | September 4 | Introduction to course, expectations, & tips for effective learning;  goals in audiology;  start disorders and medical referrals? | Katz et al. chapter 1;  Health News Review re: sensitivity and specificity |
| M | September 9 | Disorders of the auditory system; medical referrals | Jordan & Roland (2000);  Federal regulations re: red flag conditions;  AAO-HNS position statement re: red flag conditions |
| **W** | **September 11** | **\*\*Goals paper due: show me in class (will not be turned in)**  Disorders and medical referrals; start pure-tone audiometry? | Review previous readings |
| M | September 16 | 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 18 | Pure-tone audiometry, possibly introducing bone-conduction concepts | Katz et al. chapter 4 |
| M | September 23 | Bone-conduction testing | Katz et al. chapter 4 |
| W | September 25 | Audiogram interpretation | Katz et al. chapter 3, pp. 37-45 |
| M | September 30 | Audiogram interpretation | Katz et al. chapter 3, pp. 37-45 |

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| **W** | **October 2** | **\*\* Case history presentations**  Tympanometry? | Recorded lecture on tympanometry;  Katz et al. chapter 9, pp. 137-149 (tympanometry)  Katz et al. chapter 10 (acoustic reflexes) |
| M | October 7 | Tympanometry;  Acoustic reflex thresholds? | Recorded lecture on tympanometry;  Katz et al. chapter 9, pp. 137-149 (tympanometry)  Katz et al. chapter 10 (acoustic reflexes) |
| **W** | **October 9** | **Exam I** |  |
| M | October 14 | Acoustic reflex thresholds;  Tymp and ART cases? |  |
| W | October 16 | Tymp and ART cases |  |
| M | October 21 | Catch up |  |
| W | October 23 | Speech audiometry | Hornsby and Mueller (2013); McCreery (2013)  Katz et al. chapter 5; additional required references on Canvas |
| M | October 28 | Speech audiometry | \*There will likely be 1 or 2 recorded lectures to view on speech audiometry. |
| W | October 30 | Speech audiometry |  |
| M | November 4 | Speech audiometry |  |
| W | November 6 | Speech audiometry;  Begin masking? | Katz et al. Chapter 6 (masking) |
| M | November 11 | Masking: concepts & procedures | Katz et al. chapter 6;  consider Yacullo textbook |
| W | November 13 | Masking | \*There will likely be 1 or 2 recorded lectures to view on masking.  Katz et al. chapter 6;  consider Yacullo textbook |
| **M** | **November 18** | **Exam II** |  |
| W | November 20 | Masking |  |
| M | November 25 | Masking |  |
| W | November 27 | Masking |  |
| M | December 2 | Finish masking? Sharing results with patients | Clark and English (2004); Grenness et al. (2015) |
| W | December 4 | Sharing results with patients;  Begin test performance? | Clark and English (2004) |
| **M** | **December 9** | **\*\*Presentations on communicating results;**  Test performance? |  |
| W | December 11 | Test performance for screening for HL and identifying retrocochlear HLs; referrals and communicating results to other professionals | ASHA (1997); Health News Review article |
|  | **December 16-20, date and time TBD** | **Final Exam** |  |