SYLLABUS
CSD 853: Hearing Assessment Lab, 1 s.h.
University of Wisconsin-Stevens Point
Fall 2018
Friday, 9-11 am
Rooms 018 & 051, CPS

Professor: Dr. Rebecca Warner Henning
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Office Hours: Monday 3-4, Wednesday 2:30-3:30, Friday 11-noon, and by appt.
Teaching Assistant: Amanda Cegelske

Prerequisites and Co-requisites:

- Enrolled in first-semester sequence of graduate audiology coursework, especially CSD 852 Hearing Assessment lecture.
- Undergraduate courses in hearing science, acoustics, and introductory audiometry are recommended.

Course Description:

This is a laboratory course designed to complement CSD 852 Hearing Assessment. In this course, you will have the opportunity to gain hands-on experience with the methods of hearing assessment discussed in CSD 852. In addition to the hands-on work, you will be required, in lab reports, to describe and explain the purpose, methods, and theoretical/scientific/technical rationales underlying methods of hearing assessment. This class meets approximately once a week for a laboratory session. During the class meeting, there may be some lecture time for background information, and you will receive an orientation to the equipment and procedures for that week's lab. If there is any class time remaining, you can begin the lab assignment. Time outside of class will normally be required to complete the lab work and lab report.

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 readings may be required, and these will be posted to the class D2L site.

Course Requirements

Following are the course requirements. You must complete all of the requirements in order to pass the course.

- Lab reports. For many of the class sessions, there will be a lab report due 1-2 weeks after the class meeting. *See the final page of this syllabus for an explanation of the lab report requirements.*

- Practical exam. There will be one practical exam near the midterm of the semester. This exam will assess your ability to perform much of the basic audiologic test battery. Further details will be discussed prior to the exam, and a rubric will also be available prior to the exam.

- Attendance: You are responsible for attending class. If you must miss class, please discuss this with the instructor 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 also refer to the CSD 852 "Important Grading Information" handout.

Students with Disabilities:

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

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 weighting the average of your *percent correct* (not total number of points) on the following components:

Lab reports (average of all reports)	70%
Practical exam	30%

Grading Scale:

UW – SP 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 were chosen to line up with the requirements of the American Speech-Language-Hearing Association (ASHA) for certification of audiologists beginning in 2020.

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	Lab assignments
Apply the appropriate psychoacoustic methods to audiology assessment techniques (including pure-tone air- and bone-conduction testing, masking, and speech audiometry).	A4, A5	D	Lab assignments, practical exams
Interact effectively with mock patients.	A12, C1, C2, C3	I	Practical exams
Evaluate information from various sources to facilitate assessment planning.	C1, C2, C3	D	Practical exams
Obtain a case history.	C1, C2, C3	D	Lab assignments, practical exams
Perform an otoscopic exam. Students will describe normal and abnormal findings.	C4	D	Lab assignments, practical exams
Determine the need for cerumen removal.	C4	D	Lab assignments, practical exams
Administer clinically appropriate and culturally sensitive assessment measures.	C7, C8, C9	D	Lab assignments, practical exams
Perform audiologic assessment using physiologic (acoustic immittance), psychophysical (pure-tone air- and bone-conduction testing, masking, and speech audiometry), and self-assessment measures.	C7, C8, C9	D	Lab assignments, practical exams
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	Lab assignments, practical exams
Generate, and explain the rationale for, recommendations and referrals resulting from screening and diagnostic audiologic evaluations.	C10	I	Lab assignments, practical exams

Use instrumentation according to manufacturer's specifications and recommendations.	A5	D	Lab assignments, practical exams
Determine whether instrumentation is in calibration according to accepted standards.	A5	I	Lab assignments

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

Course Schedule

Date	**Topic**	**Reading**
September 7	Otoscopy	Online otoscopy tutorial
September 14	Case history: discuss cases	Silkes (2012); Katz et al. chapter 7; also portions of chpts. 24, 31, 34 that relate to case history
September 21	Pure-tone AC & BC thresholds; tuning fork tests, **OR no lab**	Practicum manual; Katz et al. chapters on these topics
September 28	Pure-tone AC & BC thresholds; tuning fork tests, **OR no lab**	Practicum manual; Katz et al. chapters on these topics
October 5	**No lab assignment**	
October 12	Tympanometry & Acoustic Reflexes	Practicum manual; Katz et al. chapters on these topics
October 19	**Optional early practical exams?**	
October 26	**Optional early practical exams?** **No lab: Lab tours in Madison**	
November 2	**Practical Exam I:** **Case history, otoscopy, A/C, unmasked B/C, tympanometry, acoustic reflexes**	
November 9	Speech audiometry	Practicum manual; Katz et al. chapters on this topic
November 16	Masking for pure tones and speech	Katz et al. chapters on this topic
November 23	**No lab: Thanksgiving break**	
November 30	Tests and procedures for non-organic hearing loss *Includes lecture	Katz et al. chapter 33; Martin et al. (2001); Austen & Lynch (2004); Tunnell (2013)
December 7	Pediatric assessment procedures	Practicum manual; Katz chapter 24
December 15	**No lab**	

Requirements for Lab Reports

1. *Lab reports are to be written up <u>individually.</u>* You are permitted to consult with your classmates about the concepts covered in the lab, but *<u>each student must write up his/her own lab report in his/her own words.</u>* If a student does not follow this requirement, it will be considered academic misconduct.
2. The lab report must begin with a statement of the purpose(s) of the lab.
3. Lab reports must be typed. If sketches are required, they may be completed neatly by hand or by computer. Graphs may be neatly hand-drawn on graph paper or created using a computer.
4. All attachments to the lab report (e.g., audiograms, admittance printouts, etc.) must be neatly labeled and attached at the end of the lab report. They must be labeled so that it is clear which attachment you are referring to in your written report. For example, your report may say, "Audiogram 1 shows normal thresholds…", and you must be sure that Audiogram 1 is neatly and clearly labeled.
5. All parts of the lab report must be neatly organized and labeled.
6. If the data gathered in lab lends itself to presentation in a table format, please do so. One example of data that should be presented in a table is a comparison of results obtained under different conditions. For instance, if the lab requires you to obtain thresholds using two (or more) different methods, you should include a table that clearly illustrates the average difference in thresholds between the two different methods. Here is an example. The "mean threshold" refers to the average threshold across all of your subjects. If this table were part of a real lab report, you would need to specifically state (either in the table itself or in the accompanying text) what "method 1" and "method 2" were.

	Method 1	**Method 2**
Mean Threshold	10 dB HL	15 dB HL

7. If a table is included in the lab report, then the accompanying text (i.e., the body of the lab report) should explain and interpret the information in the table. Information in a table does NOT need to be simply re-stated in the text, but again, you should use the text to *explain* and *interpret* the information in the table.
8. Lab reports must be written in complete, grammatically correct sentences. Paragraphs should be used as needed.
9. Spelling errors should be minimized.
10. Technical terms must be used and spelled correctly. Refer to your textbook, references, or class notes for the correct usage and spelling.
11. If you refer to information from the textbook or any other outside references, you must cite the source using APA style and include a reference list in APA style at the end of your lab report.
12. Please feel free to ask me if you have questions about your lab report. I am happy to answer questions about your report before you turn it in.

Labs will be graded on a 30-point scale using the following criteria:

1. Information and accuracy: All essential main points and information are included and accurate, and all relevant details and concise supporting information (i.e., information that explains, defines, or illustrates the main points) are included and accurate.
2. Use of examples and/or explanations to demonstrate understanding: The issue/problem/concepts are presented and discussed clearly in a way that demonstrates the student has gained his/her *own* understanding, rather than simply reiterating information from readings or class. May contain original insights into an issue or problem, and/or may include examples or explanations that illustrate the issue or concept.
3. Statements and conclusions are supported with evidence: Statements, conclusions, and/or opinions are supported by accurate, relevant, and clearly presented evidence.
4. Applying information: The student applies information learned in class and/or readings to the lab results.
5. Precision: Written material is precise and specific. For instance, units are fully specified (such as Hz, dB HL, mmho, mL, etc.), descriptions are precise (Instead of writing, "She heard better," you might write, "Her thresholds were 5-10 dB better."), etc.
6. Graduate-level writing and mechanics: It is clearly written or presented, with very minimal or no spelling or grammatical errors. The writing structure and style are consistent with graduate-level academic writing. Technical terms are spelled and used correctly. References are used appropriately and cited and listed correctly in APA style.

****Please also see the information on the "Important Grading Information" handout.**