SYLLABUS
CSD 853: Hearing Assessment Lab, 1 s.h.
University of Wisconsin-Stevens Point
Fall 2020
Friday, 9-11 am
Room 018, CPS

Professor: Dr. Rebecca Warner Henning
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Office Hours: Mondays and Wednesdays 2:30-3:30, Friday 11-noon, and by appt.
Monday and Wednesday office hours are via Zoom, and Friday office hours are in person. ***Students may not enter my office due to Covid restrictions, so if you have a question during in-person "office hours," please knock at my door and we will move to a HA lab or another available space.***

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 will be required for some labs, and these will be posted to the class Canvas site.

Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

- For this lab, **face shields will be required in addition to masks** whenever you are practicing procedures or conducting labs that require you to be less than six feet from another person. You should still attempt to maintain as much distance as reasonably possible from the "patient," but you will need to be closer than six feet for skills such as otoscopy, placing inserts and admittance probes, and possibly for admittance testing. Face shields should always be worn by the tester, and may be worn by the "patient" only if the shield does not obscure the patient's ears.

Other Guidance:

- Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
    - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

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 within one or several weeks after the class meeting. **During the Fall 2020 semester, the schedule for hands-on lab sessions will be front-loaded as much as possible into the first half of the semester.** You are expected to learn and practice the skill during the week after it is introduced in lab, but some write-ups may not be due for several weeks or even a month or so after the hands-on lab. **When you are practicing the skill and recording or printing results, be sure to keep that information well-organized and make notes as needed so you will remember all the information when it comes time to write up the report.** *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 many of the hands-on skills 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 unless you are ill or have symptoms of Covid-19. **DO NOT attend lab if you are not feeling well, or if you have any symptoms of Covid-19, or if you believe you have been exposed to Covid-19, or if you are required to quarantine or isolate due to a Covid-19 exposure or positive test result.**
    - **Although excused absences may be necessary more often than usual due to the pandemic, I expect they will still be reserved for circumstances such as illness, caring for someone who is ill, personal or family emergency, etc. Otherwise, you should plan**

to attend lab every week, and excused absences should NOT be requested or used for routine or controllable circumstances like vacation, work, convenience, or errands.

- If you must miss lab, please contact the instructor as soon as possible. Repeated **unexcused** absences may result in a reduced grade or a failing grade for the course. **If you are concerned that a family or personal situation will cause you to miss lab 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 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 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

ASHA Standards/Competencies: The following American Speech-Language-Hearing Association (ASHA) Council for Clinical Certification (CFCC) 2020 standards for the Certificate of Clinical Competence in Audiology (CCC-A) are partially or fully covered in this course (see table below). For standards that are partially covered, **the portion covered in this class is bolded.**

ASHA CCC-A/CFCC (2020) standard; The student will demonstrate knowledge of (for items lettered A) and knowledge and skills in (for items lettered B-F):	**Method of Assessing Competency**
A4. Principles, methods, and applications of acoustics, psychoacoustics, and speech perception, with a focus on how each is impacted by hearing impairment throughout the life span	Passing grade in the class

A5. Calibration [calibration only covered to a limited extent] and use of instrumentation according to manufacturers' specifications and accepted standards	Passing grade in the class
A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and on families, caregivers, and other interested parties	Passing grades on the case history and nonorganic hearing loss labs, and Passing grade on the practical exam, and Passing grade on average of all labs
A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication	Passing grades on the case history and nonorganic hearing loss labs, and Passing grade on the practical exam
A16. Principles and practices of client/patient/person/family-centered care, including the role and value of clients'/patients' narratives, clinician empathy, and shared decision making regarding treatment options and goals	Passing grades on the case history and nonorganic hearing loss labs, and Passing grade on the practical exam
C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors	Passing grade on case history lab, and Passing grade on admittance lab, and Passing grade on practical exam
C2. Obtaining a case history and client/patient narrative	Passing grade on case history lab, and Passing grade on practical exam
C3. Obtaining client/patient-reported and/or caregiver-reported measures to assess function	Passing grade on case history lab, and Passing grade on practical exam
C4. **Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems** and the vestibular system	Passing grade on admittance lab
C7. **Selecting, performing, and interpreting a** complete **immittance test battery based on patient need and other findings; tests to be considered include single probe tone tympanometry** or multifrequency and multicomponent protocols, **ipsilateral and contralateral acoustic reflex threshold measurements, acoustic reflex decay measurements,** and Eustachian tube function	Passing grade on admittance lab, and Passing grade on practical exam
C8. Selecting, performing, and interpreting developmentally appropriate behavioral pure-tone air and bone tests, including extended frequency range when indicated	Passing grades on otoscopy lab, pure-tone AC and BC lab, masking lab, and nonorganic hearing loss lab, and Passing grade on practical exam

C9. Selecting, performing, and interpreting developmentally appropriate behavioral speech audiometry procedures to determine speech awareness threshold (SAT), speech recognition threshold (SRT), and word recognition scores (WRSs); obtaining a performance intensity function with standardized speech materials, when indicated	Passing grades on speech audiometry lab and masking lab
C10. Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used	Passing grades on otoscopy lab, case history lab, pure-tone AC and BC lab, admittance lab, speech audiometry lab, and nonorganic hearing loss labs
C13. Selecting, performing, and interpreting tests for nonorganic hearing loss	Passing grade on nonorganic hearing loss lab

A passing grade is a B or better. If a student fails to complete any of the tasks listed above, they will work with the course instructor to either redo the task or complete an additional task in order to demonstrate competency. If a student is not able to successfully complete this task, then an improvement plan will be initiated to remediate the skill in question. See the AuD handbook section on improvement plans.

Course Schedule

The following is a tentative schedule of when topics will be covered in lab. You will need to plan additional time during the week(s) following each lab to complete the hands-on portions of the lab assignments.

Additional Lab Preparation: You may also be required to watch some videos on how to use equipment prior to each lab.

Date	**Topic**	**Reading**
September 4	Otoscopy	Online otoscopy tutorial
September 11	Case history: discuss cases	Katz et al. chapter 7; also portions of chpts. 24, 31, 34 that relate to case history; Silkes (2012)
September 18	Pure-tone AC & BC thresholds; tuning fork tests	Practicum manual; CSD 852 readings on these topics
September 25	Tympanometry & Acoustic Reflexes	Practicum manual; CSD 852 readings on these topics
October 2	Speech audiometry; **Optional early practical exams?**	Practicum manual; CSD 852 readings on this topic; Hurley & Sells (2005)
October 9	**Practical exams**	
October 16	**Practical exams**	

October 23	Masking for pure tones and speech	CSD 852 readings on this topic
October 30	Tests and procedures for non-organic hearing loss	Katz et al. chapter 33; Martin et al. (2001); Austen & Lynch (2004); Tunnell (2013)
November 6	Pediatric assessment procedures	
November 13	Hold for make-up or rescheduled labs	
November 20	Hold for make-up or rescheduled labs	
November 27	**No lab: Thanksgiving break**	
December 4	Hold for make-up or rescheduled labs	
December 11	**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.**