San José State University  
School/Department  
EDAU 177, Hearing Testing Practicum, Spring 2018

Course and Contact Information

Course Number: EDAU 177  
Course Title: Hearing Testing Practicum  
Instructor: Erin Nokes, Au.D.  
Office Location: Sweeney Hall 118  
Email: erin.nokes@gmail.com  
Office Hours: Before and after class and by appointment  
Class Days/Time: Mondays 1:00-3:45  
Classroom: SH 412 & Audiology Lab

Course Format
Supervised hearing assessments (on-site at SJSU Audiology Lab) to provide the student with a clinical competency in hearing testing and in interpreting audiologic results

MySJSU Messaging/Canvas
Students are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates. Materials may be distributed using Canvas as well.

Course Description
Supervised clinical experience in basic hearing screening and treatment of children and adults with communicative disorders due to hearing impairments. Prerequisite: EDAU 170 and EDAU 172 or instructor consent.

Course Learning Outcomes
Upon successful completion of this course, students will be able to:

1. Perform hearing screenings and evaluations with increasing speed, skill, and independence.
2. Accurately interpret audiologic test results, including tympanometry.
3. Provide informed counseling to adults and/or parents in a professional manner.
4. Be competent to integrate their acquired knowledge of audiologic results into all future interactions with clients/patients in both Audiology and Speech Language Pathology settings.

Students will be evaluated using the attached rubric.

**Required Texts/Readings**

**Textbook**
No textbook.

**Other equipment / material requirements**
This is an on-site practicum. Materials and equipment will be provided

**Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

1. Arrive **on time** and prepared for all testing sessions: conform to clinic dress standards (see below.
2. Perform hearing screenings or evaluations with increasing speed and skill: an example of skills includes not signaling when performing audiometry, bracing when performing otoscopy, and observation of the participant for accuracy when testing. More detailed and nuanced skills will be discussed at each clinical experience.
3. Accurately interpret test results, including pass/fails screenings for children and threshold audiometry for adults, including tympanometry.
4. Provide informed counseling in a professional manner. This will include being able to confer information to the participant about their specific hearing loss, how it is impacting their current communication and reviewing communication strategies with them.
5. Log your own individual testing hours accurately, accounting for absences and late arrival time.
6. Dress and show professionalism per departmental guidelines found on the clinic website.
7. Inform supervisor in advance if you will be missing a testing session.

More details can be found from University Syllabus Policy S16-9 at http://www.sjsu.edu/senate/docs/S16-9.pdf.

**Grading Policy**

The practicum courses are credit/no credit. To receive credit for this practicum, graduate students must receive a grade of B (above average) or better to pass the class. Rubric is attached to the end of the syllabus.

**One Unit Course:** A one unit course will include 6-8 hours of clinical experience.
**Two Unit Course:** A two unit course will include 10-12 hours of clinical experience.
Three Unit Course: A three unit course will include 14-16 hours of clinical experience.

Students will be given verbal feedback following each test session and at the midpoint of the semester. Written feedback will be provided at the midterm if needed, and at the conclusion of the semester. Students who are able to screen for hearing loss, interpret results, and make appropriate recommendations for individuals who fail the screening, will receive a passing grade. As this is a practical course, presence and participation is a critical factor in your evaluation.

More guidelines on grading information and class attendance can be found from the following two university policies: University Syllabus Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf) and University policy F15-12 (http://www.sjsu.edu/senate/docs/F15-12.pdf)

Classroom Protocol

Students are expected to be punctual at all locations and have cell phones off and out of site (unless pre-approved by instructor for exceptions). The lectures are interactive and students will be expected to answer questions during lectures. Documents will be sent home regularly from lecture. It is the student’s responsibility to open and read documents and inform the instructor if the documents do not open properly for them.

College and Departmental Policies

Vision Statement

The faculty of the College of Education at San Jose State University agrees that excellence and equity matter - that each is necessary, and neither is sufficient in the absence of the other. We envision ourselves as a learning community of practitioner/scholars in continuous development, dialogue, and inquiry that enable us to revisit, review and revise our practice in an ongoing response to circumstances.

Mission Statements

College of Education: The mission of the Connie L. Lurie College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for students in a culturally diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that: Students have access to an excellent and equitable education; educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education; stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College.

Department: The mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in
serving the needs of our diverse community.

**HIPPA Policy**

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

**Confidentiality**

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.). Violations of confidentiality will result in a stern reprimand. More serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.

**University Policies**

Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.” You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

**Consent for Recording of Class and Public Sharing of Instructor Material**

Per University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, students must request instructor permission to record 177 class lecture or content.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library.

**SJSU Peer Connections**

Students are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

Small group, individual, and drop-in tutoring and consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in
Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter.

**SJSU Counseling Services**

The SJSU Counseling Services is located at the Student Wellness Center, room 300B. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

**Course Schedule, All Sections**

The schedule will be distributed in class for confidentiality in paper form which will include all addresses and phone numbers of the sites visited. Schedule is subject to sudden change (due to off-site organizations canceling) and students are expected to check regularly for potential changes regarding time and place.

### EDAU177, Hearing Testing Practicum, Fall 2018 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29-Jan</td>
<td>Introductions, class requirements</td>
</tr>
<tr>
<td>2</td>
<td>5-Feb</td>
<td>Preparatory lecture for performing hearing evaluations, including case history, pure tone audiometry and tympanometry</td>
</tr>
<tr>
<td>3</td>
<td>12-Feb</td>
<td>Preparatory lecture for performing hearing evaluations, including case history, pure tone audiometry and tympanometry</td>
</tr>
<tr>
<td>4</td>
<td>19-Feb</td>
<td>Lecture Reviewing Audiograms and counseling patients on results</td>
</tr>
<tr>
<td>5</td>
<td>26-Feb</td>
<td>Lecture Reviewing Audiograms and counseling patients on results</td>
</tr>
<tr>
<td>6</td>
<td>5-Mar</td>
<td>On Site Experience in Audiology Lab (hearing evaluations on classmates) 3-4 students</td>
</tr>
<tr>
<td>7</td>
<td>12-Mar</td>
<td>On Site Experience in Audiology Lab (hearing evaluations on classmates) 3-4 students</td>
</tr>
<tr>
<td>8</td>
<td>19-Mar</td>
<td>Review activity/Midterm</td>
</tr>
</tbody>
</table>

EDAU 177, Spring 2018
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>26-Mar</td>
<td>Spring Break</td>
</tr>
<tr>
<td>10</td>
<td>2-Apr</td>
<td>On Site Experience in Audiology Lab</td>
</tr>
<tr>
<td>11</td>
<td>9-Apr</td>
<td>On Site Experience in Audiology Lab</td>
</tr>
<tr>
<td>12</td>
<td>16-Apr</td>
<td>On Site Experience in Audiology Lab</td>
</tr>
<tr>
<td>13</td>
<td>23-Apr</td>
<td>On Site Experience in Audiology Lab</td>
</tr>
<tr>
<td>14</td>
<td>30-Apr</td>
<td>On Site Experience in Audiology Lab</td>
</tr>
<tr>
<td>15</td>
<td>7-May</td>
<td>Culminating Activity</td>
</tr>
</tbody>
</table>

See **RUBRIC** next page.
### BASIC CLINICAL COMPETENCIES

**Score as: 3= met  2= area of concern  1= not met**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>student focus</td>
<td>demonstrates respect for fellow students as valued and unique individuals</td>
</tr>
<tr>
<td>commitment to diversity</td>
<td>respects clients/families of varied cultural backgrounds, ethnicities, religions, sexual orientation, social classes, abilities, political beliefs and disabilities</td>
</tr>
<tr>
<td>time management</td>
<td>completes clinic assignments and duties relating to client by assigned due date</td>
</tr>
<tr>
<td>emotional maturity</td>
<td>responds to frustration and stress appropriately</td>
</tr>
<tr>
<td>professional responsibility</td>
<td>demonstrates promptness, is not unnecessarily absent, notifies appropriate individuals, etc.</td>
</tr>
<tr>
<td>confidentiality</td>
<td>maintains patient confidentiality at all times, both written and verbal</td>
</tr>
<tr>
<td>administrative</td>
<td>follows all clinic procedures as outlined in all clinic meeting/handbook</td>
</tr>
<tr>
<td>case management</td>
<td>maintains records, makes client contacts as necessary, interacts with others as needed</td>
</tr>
<tr>
<td>professional format</td>
<td>follows format according to report type and per supervisor suggestions</td>
</tr>
<tr>
<td>writing style</td>
<td>uses a writing style that reflects the professional nature of the field</td>
</tr>
</tbody>
</table>

| #DIV/0! Score*                      | * students must achieve a 2 or above in all areas of Basic Clinical Competencies, 2.8 average in order to pass the course                                                                                   |

**Rubric**

- **Exception 10.0**
<table>
<thead>
<tr>
<th>Competency Value</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceptional</strong></td>
<td>9.00</td>
</tr>
<tr>
<td></td>
<td>Performance usually above required standards. Often identifies &amp; problem-solves clinical issues. Minimal supervisory guidance required, at the request of the clinician.</td>
</tr>
<tr>
<td><strong>Met</strong></td>
<td>8.00</td>
</tr>
<tr>
<td></td>
<td>Discretionary</td>
</tr>
<tr>
<td><strong>Met</strong></td>
<td>7.00</td>
</tr>
<tr>
<td></td>
<td>Discretionary</td>
</tr>
<tr>
<td><strong>Met</strong></td>
<td>6.00</td>
</tr>
<tr>
<td></td>
<td>Discretionary</td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td>5.00</td>
</tr>
<tr>
<td></td>
<td>Discretionary</td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td>Discretionary</td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Discretionary</td>
</tr>
<tr>
<td><strong>Not Met</strong></td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>Discretionary</td>
</tr>
<tr>
<td><strong>Not Met</strong></td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>Discretionary</td>
</tr>
</tbody>
</table>

* Students must achieve 5.0 average with no competency scores of 1 or 2 in the areas of Professionalism, Assessment and Intervention, and Writing to pass to course.

**PROFESSIONALISM**
| **Communication** | conveys spoken information clearly & concisely using appropriate grammar, language, and vocabulary with other professionals, staff, family, and co-clinicians |
| **Listening** | demonstrates active listening when communicating with others |
| **Collaboration** | demonstrates skills in working with other team members and supervisors, contributing equally, providing input, asking questions, not limited to a specific client assignment |
| **Counseling** | uses basic counseling strategies to meet client's needs and or family's emotional needs; recognizes SLP's scope of practice and makes appropriate referrals when warranted |
| **Professional Behavior** | displays professional conduct and appearance during interactions with professionals, family, and clients |
| **Professional Demeanor** | accepts feedback and constructive criticism graciously and acts on suggestions; demonstrates effective and positive problem solving strategies with faculty, supervisors and peers. |
| **Ethical Judgment & Behavior** | demonstrates adherence to the ASHA Code of Ethics and all additional standards of professional behavior per departmental and clinic policies. |

**Assessment and Intervention** *not all areas are appropriate in all clinics.*

| **Screening** | selects & administers appropriate screening tools |
| **Interviewing** | conducts interviews to gather case history information |
| **Planning** | selects appropriate materials, sets up room appropriately, etc. |
| **Behavioral Observations** | integrates behavioral observations with results of formal/informal assessment |
| **Instrumentation** | administers non-standardized and standardized testing instruments appropriately |
| **Data Interpretation** | interprets results of diagnostic info accurately |
| 0 | data analysis | analyzes diagnostic tests accurately |
| 0 | diagnostic decisions | uses all information gathered for evaluation to make diagnostic decisions |
| 0 | flexibility | devises or adapts testing methods as appropriate according to client needs, diagnosis, etc. |
| 0 | goals/objectives | develops appropriate measurable goals and objectives based on info derived from formal tests, behavioral observations, etc. |
| 0 | lesson plans | selects age & ability appropriate tasks which incorporate the client outcomes (goals & objectives) |
| 0 | materials | selects creative materials at age and ability appropriate levels to maintain client motivation |
| 0 | instrumentation use | calibrates and uses technology appropriately |
| 0 | strategy use | identifies and implements a variety of appropriate strategies to meet needs of client |
| 0 | time management | structures treatment sessions for maximum client participation |
| 0 | data collection | collects and analyzes data efficiently; recognizes opportunities for data collection |
| 0 | behavior management | uses appropriate prevention and intervention strategies to manage client behavior |
| 0 | treatment | modifies treatment plan based on client need |
| 0 | recommendations | uses data collected formally and informally to make appropriate recommendations |

**WRITING CONVENTIONS**

<p>| 0 | adequate info | includes info that clearly describes client |
| 0 | appropriate info | includes info that is accurate and pertinent |
| 0 | professional vocab | uses language and technical terms common to the field and appropriate for reader |
| 0 | punctuation &amp; syntax | uses grammar and sentence structure as defined by |</p>
<table>
<thead>
<tr>
<th>Organization</th>
<th>presents info in a sequential sense-making format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration &amp; Clarity</td>
<td>conjoins and relates ideas within a paragraph; presents info with a minimum of redundancy and ambiguity</td>
</tr>
</tbody>
</table>

### Comments

<table>
<thead>
<tr>
<th>Strengths</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas to watch</td>
<td></td>
</tr>
<tr>
<td>Areas that require remediation</td>
<td></td>
</tr>
</tbody>
</table>

* Areas in section 3 indicate that a student is not passing the course. You are responsible for working with your supervisor to develop a remediation plan in order to pass this clinic.