

**San José State University**  
**Communicative Disorders and Sciences**  
**EDAU 177, Hearing Testing Practicum, Spring 2021**

<b>Course Number:</b>	EDAU 177
<b>Course Title:</b>	Hearing Testing Practicum
<b>Instructor:</b>	Meredith Kondo, Au.D.
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<b>Office Hours:</b>	By appointment
<b>Class Days/Time:</b>	Mondays 1:00PM-3:45PM

### **Course Format**

Hearing screening and hearing testing simulations and lectures 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. (CTC SLP Standard 6)

2. Accurately interpret audiologic test results, including tympanometry. (CTC SLP Standard 6)
3. Provide informed counseling to older adults in a professional manner. (CTC SLP Standard 5)
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. (CTC SLP Standard 5)

### **Speech-Language Pathology Services Credential from CTC-ORS Handbook**

*NOTE: "ASHA Standards" refer to the 2017 Standards for the Certificate of Clinical Competence in Speech-Language Pathology at: <http://www.asha.org/Certification/2017-Speech-Language-Pathology-Certification-Standards/>*

#### **SLP Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms**

Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms. In addition, candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, and hearing, and the production of swallowing. Finally, each candidate demonstrates comprehension of the acoustics or physics of sound, physiological and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing.

#### **SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition**

Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectal differences and their role in assessment and instruction. Candidates also exhibit understanding of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of the development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.

#### **SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders**

Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing. Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.

#### **SLP Standard 4: Assessment of Speech and Language Disorders**

Each candidate demonstrates competency in the collection of relevant information regarding individuals' past and present status and family and health history. Candidates exhibit proficiency in screening and evaluation, including procedures, techniques, and instrumentation used to assess the speech and language

status of children, and the implications of speech/language disorders in an educational setting. Each candidate exhibits expertise in the administration of least biased testing techniques and methodologies for assessing the speech and language skills of culturally and linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample. Candidates demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners. Each candidate demonstrates accurate interpretation of test results and makes appropriate referrals for further evaluation or treatment. Candidates demonstrate proficiency in the assessment for and selection of appropriate augmentative and alternative communication systems. Each candidate exhibits knowledge of hearing screening procedures.

#### SLP Standard 5: Management of Speech and Language Disorders

Each candidate exhibits comprehension of methods of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration. Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing, and swallowing disorders. Candidates use a variety of service delivery models, which may include but are not limited to: pull-out, push-in, group, classroom consultation and/or collaboration, and co-teaching. Each candidate uses appropriate intervention strategies for individuals from culturally/linguistically/socioeconomically diverse populations, including the use of interpreters/translators and the facilitation of second language/dialect acquisition. Candidates use effective behavioral intervention strategies and effectively monitor the progress of students. Each candidate demonstrates proficiency in the training of students and families/caregivers, teachers and/or other professionals in the use of augmentative and alternative communication systems. Candidates exhibit knowledge of rehabilitative procedures with individuals who have hearing impairments, including the use of assistive listening devices.

#### SLP Standard 6: School Field Experience

Each candidate will complete the equivalent of a semester/quarter field experience in the schools. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two. Candidates will participate in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children on the autistic spectrum; assistance to classroom teachers in providing modifications and accommodations of curriculum for students; and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention).

#### SLP Standard 7: Consultation and Collaboration

Each candidate engages in consultation and/or collaboration with teachers and other relevant personnel. Candidates consult with teachers, other personnel, and families during the prevention, assessment, and IEP process. Candidates also demonstrate relevant methods of consultation and collaboration in intervention, which may include but is not limited to the development of program modifications to support students' learning in the classroom, including academic content in pull-out intervention, instruction of small groups in the classroom, and teaching classroom lessons.

#### SLP Program Standard 8: Assessment of Candidate Performance

Prior to recommending each candidate for a services credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the knowledge and

skills using formative processes. Verification of candidate performance is provided by a faculty representative of the university training program in consultation with the supervising master clinician.

## **Required Texts/Readings**

### **Textbook**

No textbook.

### **Other equipment / material requirements**

Computer with video function for live Zoom meetings.

## **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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

1. Arrive **on time** and prepared for all sessions.
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. Understand appropriate attire and show professionalism per departmental guidelines found on the clinic website.

### Assignments:

- 1) Online Hearing Test assignment: Find an online hearing test that uses a laptop or phone with headphones or earbuds. Complete the hearing test and be prepared to describe the test and share what you have learned in class. Grading criteria is listed in assignments.(5 points)
- 2) Review an Audiogram (the audiogram will be provided): Report the results including type and degree of the hearing loss. Grading criteria is listed in assignments. (5 points)

- 3) Case History Video Assignment: With a partner, complete a full case history. This assignment will require your video record the session. The audiogram will be provided for this assignment. We will view the recordings in class. Grading criteria is listed in assignments. (15 points)
- 4) Video Counseling Assignment: With a partner, complete a full audiology counseling session. This assignment will require your video record the session. The case history and audiogram will be provided for this assignment. We will view the recordings in class. Grading criteria is listed in assignments. (15 points)
- 5) Full Hearing Evaluation Assignment: Complete a case history, explain the tympanometry and audiogram results (tympanogram and audiogram will be provided), and provide counseling. Grading criteria is listed in assignments. (30 points)
- 6) Simucase studies: Complete the assigned Simucase audiology studies, with a passing score. **These are mandatory to complete.**

#### Grading Criteria:

Online hearing test: 5 points.

Review an audiogram: 5 points

Case history video: 15 points

Video counseling: 15 points

Full hearing evaluation: 30 points

Quizzes: 50 points (Six quizzes, 10 points each, lowest grade dropped)

Total points: 120 points

More details can be found from [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) 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) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) and [University policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Students will be evaluated using the attached rubric (See below)

### **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](http://www.sjsu.edu/gup/syllabusinfo/) 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), <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](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> 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 10<sup>th</sup> 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](http://peerconnections.sjsu.edu) 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](http://www.sjsu.edu/writingcenter) 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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.



## EDAU177, Hearing Testing Practicum, Spring 2021 Course Schedule

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1		Lecture regarding introductions, grading, professionalism, universal precautions, requirements
2		Outside of class: Find online hearing tests, take them, be ready to describe them (for next week) in class: lecture regarding anatomy and physiology of the ear, hearing testing overview Assignment: <b>Online hearing test assignment</b>
3		Outside of class: Take Quiz 1 (hippa, anatomy/physiology of the ear). Finish online tests done and be ready to describe them In class: Review online hearing tests
4		Outside of class: Watch recorded lecture regarding case history (adult and pediatric) In class: Practice completing case histories
5		Before class: Quiz 2 (case history), watch recorded lecture Otoscopy and tympanometry, complete <b>case history assignment</b> In class: Practice interpreting otoscopy and tympanometry
6		Before class: Quiz 3, Recorded lecture regarding hearing screenings, begin full audiometric evaluations, speech testing, and interpreting audiograms In class: Practice completing hearing screenings and audiograms. Introduce Simucase. Assignment: <b>Hearing test and report results.</b>
7		Before class: Recorded continued lecture regarding hearing screenings, full audiometric evaluations, speech testing, and interpreting audiograms In Class: Practice hearing screenings, full hearing tests and interpreting data. Introduce simucase. Assignment: Full Evaluation Assignment, Simucase

Week	Date	Topics, Readings, Assignments, Deadlines
8		<p>Before class: Recorded preparatory lecture for performing hearing screenings at elementary schools and preschools, including appropriate audiometry, and play audiometry. <b>Full Evaluation Assignment.</b></p> <p>In class: Do a Simucase, Use online audiometer simulator</p>
9		<p>Before class: Quiz 4 hearing screenings, Recorded lecture regarding counseling, interpreting results and aural rehabilitation, Simucase</p> <p>In class: Using audiometer, discuss counseling and recommendations</p>
10		<p>Before class: <b>Video Counseling assignment</b>, Simucase, Quiz 5 audiogram interpretation</p> <p>In class:</p>
11		Simucase
12		Simucase Quiz 6
13		Simucase

See **RUBRIC** next page.



#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
Competency	Value	Rubric
Exceptional	10.00	Performance exceeds expectations. Independent and consistent in identifying & problem-solving clinical issues. Clinician initiates discussion.
Exceptional	9.00	Performance usually above required standards. Often identifies & problem-solves clinical issues. Minimal supervisory guidance required, at the request of the clinician.
Met	8.00	Discretionary
Met	7.00	Discretionary
Met	6.00	Performance meets general required standards. Independently identifies and problem-solves clinical issues. Moderate supervisory guidance required.
Emerging	5.00	Discretionary
Emerging	4.00	Discretionary
Emerging	3.00	Certain gaps/inconsistencies in performance. Maximum supervisory guidance required to identify and solve clinical issues. Clinician responds to specific directions, practice, and/or role play.
Not Met	2.00	Clinical skills are inadequate even with maximum supervisory guidance. The clinician does not recognize the need for and/or follow through with supervisor's suggestions.
Not Met	1.00	Clinical skills are inadequate and clinician has shown incompetence that is not able to be remediated despite many attempts.

\* 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.

Competency	Value	PROFESSIONALISM	
		communication	conveys spoken information clearly & concisely using appropriate grammar, language, and vocabulary with other professionals, staff, family, and co-clinicians
0		listening	demonstrates active listening when communicating with others
0		collaboration	demonstrates skills in working with other team members and supervisors, contributing equally, providing input, asking questions, not limited to a specific client assignment
0		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
0		professional behavior	displays professional conduct and appearance during interactions with professionals, family, and clients

0		professional demeanor	accepts feedback and constructive criticism graciously and acts on suggestions; demonstrates effective and positive problem solving strategies with faculty, supervisors and peers.
0		ethical judgment & behavior	demonstrates adherence to the ASHA Code of Ethics and all additional standards of professional behavior per departmental and clinic policies.
		<b>ASSESSMENT AND INTERVENTION * not all areas are appropriate in all clinics.</b>	
0		screening	selects & administers appropriate screening tools
0		interviewing	conducts interviews to gather case history information
0		planning	selects appropriate materials, sets up room appropriately, etc.
0		behavioral observations	integrates behavioral observations with results of formal/informal assessment
0		instrumentation	administers non-standardized and standardized testing instruments appropriately
0		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		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		recommendations	uses data collected formally and informally to make appropriate recommendations
		<b>WRITING CONVENTIONS</b>	
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 & syntax	uses grammar and sentence structure as defined by rules of English, uses punctuation correctly to relate or separate thoughts
0		organization	presents info in a sequential sense-making format

0		integration & clarity	conjoins and relates ideas within a paragraph; presents info with a minimum of redundancy and ambiguity
<b>COMMENTS</b>			
<b>Strengths</b>			
<b>Areas to watch</b>			
<b>Areas that require remediation</b>			
	* 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.		

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