

Syllabus may change pending evolving COVID situation

**SAN JOSE STATE UNIVERSITY
EDAUD 177
Audiology Clinic
Spring 2021
Professor Evelyn Merritt**

Course and Contact Information

Instructor:	Evelyn Merritt
Contact email:	evelyn.merritt@sjsu.edu
Contact phone:	650-823-2948 (cell)
Class meeting times:	T, W, Th, 9:00 – 11:00 (approximate end time)
Office Hours:	After class or by appointment

Course Format

This course will be taught in an online "hybrid" format, meaning that, some portion of the class will take place synchronously (i.e., we will meet together as a group at the same time online), and some portion asynchronously (where you will work at your own pace) getting hands on experience. The synchronous portion of the course will take place on from 9:00 – 11:00).

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. Messages and materials may be distributed using Canvas as well. Students may ONLY contact me from your first.last@sjsu.edu email. Other email may be lost in spam or there may be a problem with your provider. Use your SJSU email only for credit.

The MISSION of San Jose State University:

In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the state of California: To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

Learning Outcomes:

San Jose State University graduates will have developed:

- Specialized Knowledge
 - Depth of knowledge required for a degree, as identified by its program learning outcomes.
- Broad Integrative Knowledge
 - Mastery in each step of an investigative, creative or practical project (e.g. brainstorming, planning, formulating hypotheses or complex questions, designing, creating, completing, and communicating).
 - An understanding of the implications of results or findings from a particular work in a societal context (e.g. social or economic implications of a scientific finding).
 - Students graduating with a baccalaureate degree will have demonstrated an understanding of critical components of broad academic areas, the arts, humanities, social sciences, and sciences and their integration.
- Intellectual Skills
 - Fluency in the use of specific theories, tools, technology and graphical representation.
 - Skills and abilities necessary for lifelong learning: critical and creative thinking, effective communication, conscientious information gathering and processing, mastery of quantitative methodologies, and the ability to engage effectively in collaborative activities.
- Applied Knowledge
 - The ability to integrate theory, practice, and problem solving to address practical issues.
 - The ability to apply their knowledge and skills to new settings or in addressing complex problems.
 - The ability to work productively as individuals and in groups
- Social and Global Responsibilities
 - The ability to act intentionally and ethically to address a global or local problem in an informed manner with a multicultural and historical perspective and a clear understanding of societal and civic responsibilities.
 - Diverse and global perspectives through engagement with the multidimensional SJSU community.

Character and Commitment

San José State University is a major, comprehensive public university located in the center of San José and in the heart of Silicon Valley. SJSU is the oldest state university in California. Its distinctive character has been forged by its long history, by its location, and by its vision -- a blend of the old and the new, of the traditional and the innovative. Among its most prized traditions is an uncompromising commitment to offer access to higher education to all persons who meet the criteria for admission, yielding a stimulating mix of age groups, cultures, and economic backgrounds for teaching, learning and research. SJSU takes pride in and is firmly committed to teaching and learning, with a

faculty that is active in scholarship, research, technological innovation, community service and the arts.

Mission of the College of Education, SJSU:

The mission...is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Mission of the Department of Communicative Disorders and Sciences, SJSU:

The mission of CD&S is to provide a high quality program for speech-language pathologists to meet the communicative needs of our increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum, based on a sound theoretical framework and research findings that promote competent practitioners who participate in lifelong learning experiences. The program is enhanced through faculty, academic, and clinical expertise, trans-disciplinary and family collaboration and technological advancements in assessment and intervention.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING STANDARDS
SPEECH-LANGUAGE PATHOLOGY SERVICES CREDENTIAL

Standard 12.2 Educating Learners with Disabilities

Knowledge and understanding of disabilities of diverse groups.

Standard 22.2 Speech and Language Disorders

The candidate demonstrates understanding of speech, language, and hearing disorders associated with special populations, including but not limited to disorders of autism, cerebral palsy, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.

Standard 17.1 Assessment, Curriculum and Instruction

Each candidate defines key assessment concepts and technology and identifies the steps in the assessment process and the roles that parents, students, and professionals play on the multidisciplinary team.

Standard 24 Management of Speech and Language Disorders

Each candidate demonstrates proficiency in the management of speech, language, and hearing disorders.

24.1 The candidate demonstrates knowledge of management procedures, including remediation principles used in habilitation and rehabilitation for children and adults with various disorders of communication in their primary languages.

24.4 The candidate exhibits knowledge of habilitative/rehabilitative procedures with individuals who have hearing impairments.

1. Course Description:

Gain practical skills as much as possible within COVID guidelines. The student will leave with in-depth knowledge of interpretation of audiologic results with ability to translate those skills to both Speech-Language Pathology practice and working with interdisciplinary teams. Prerequisites: EDAU 115, 170; or consent of instructor.

2. Course Format (reiterated)

Course will be divided by synchronous meetings and asynchronous assignments. The synchronous portion of the course will take place from 9:00 –11:00 AM.

Zoom Class Protocol

Recording: The seminars or portions of the seminars (i.e., lectures, discussions, student presentations) may or may not be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester.

- 100% class consent is needed to record the class. (University policy (S12-7)
I don't typically record my classes, but if 100% of the class would like me to, I will consider it. ***IT IS NOT MANDATORY FOR ANYONE TO CONSENT TO BE RECORDED IF YOU CHOOSE NOT TO FOR WHATEVER REASON AT ALL.***
However, there are options to remain **anonymous** during these recordings should you choose. Please speak with the instructor about these possibilities before class decision to record.
- All pets and children are welcome and encouraged while you are on mute.
- I request that you keep your video on if possible. This gives us much more of a communal class experience and lets me interact with you easier. It is not mandatory though, and if you would like to keep your video off, that is absolutely fine. Not having video on will still require the same amount of class participation.
- **Students must obtain permission in advance to record any course materials at home.** Such permission allows the recordings to be used for a student's private, study purposes only. Students will not be permitted to share any class recordings with someone who isn't enrolled in the class or without permission. The recordings are protected by instructor's copyright.
- Any student that needs accommodations or assistive technology due to a disability should work with the Accessible Education Center (AEC), and the instructor.
- ***Note that all federal, state, CSU system, and campus regulations on conduct including harassment and discrimination against other students or faculty apply to the online environment as well, just as in face-to-face instruction.***

More on recording without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12--7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor. SJSU Online Instruction Syllabus Guidance Fall 2020. This document provides guidance for faculty with regard to syllabus statements about online instruction policies and expectations.

UNIVERSITY RESOURCES:

Writing Center: will be offering **online tutoring** services (M-Th, 10:00-9:00 and F, 10:00-3:00) and our **"Ask a Tutor" live chat service during select weekday hours posted on our website.** We serve all members of the SJSU community. We have 25 [workshops](#) scheduled **via Zoom** throughout the fall term. We offer additional online resources for students to use: our [blog](#), [handouts](#), and [videos](#).

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) 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 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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

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>.

3. Course Success

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, or clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

4. Student Learning Objectives:

(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/>)

Students who complete this course will be able to:

1. Accurately interpret audiologic test results, including all symbols used on an audiogram, masking and tympanometry. Candidates exhibit proficiency in screening and evaluation techniques and procedures. (ASHA Standard V-B; CTC SLP Std 4).
2. Accurately identify auditory related pathologies and their corresponding audiograms and symptoms which lead to these conclusions. (ASHA Standard IV-C.)
3. Provide informed counseling to older adults in a professional manner. (ASHA Standard V-B; CTC SLP Std 4).
4. Be competent to integrate acquired knowledge of audiologic results into all future interactions with clients/patients in both Audiology and Speech Language Pathology settings, as well as multidisciplinary teams. (ASHA Standard IV-C.)
5. Acknowledge, adapt, and understand the needs of diverse populations in relation to culture, background, ethnicity, sexual orientation, religion, social class, ability, political belief, and disabilities as observed by supervisor. (ASHA Standard V-F)

6. Based on client performance, modify plans, strategies, materials, and/or instrumentation as necessary to meet the needs of the client(s) (ASHA Standard V-B; CTC SLP Std 5).
7. Maintain professionalism in spoken and written communication, collaboration, counseling, conduct, and appearance (KACCD Clinic Handbook, 2017 ASHA Standard for Certification V-B; CTC SLP Std 7) and adhere to ASHA's Code of Ethics as observed by supervisor (Standard IV-E; CTC SLP Program Std 8).
8. Select or develop and utilize activities, intervention materials, and test instruments that are appropriate for the client's age (as an adult) and their cognitive-communicative ability as observed by supervisor. (ASHA Standard V-B; CTC SLP Std 5) within the guise of hearing screenings vs full evaluations.
9. Each clinician is expected to use their individual strengths to evolve into their own style of professional effective clinical expertise.

5. Textbook

No textbook. Reading assignments and practical assignments will be assigned on a timely basis relating go topic.

6. Requirements:

Assignments will go in this order; *CALENDAR IS SUBJECT TO CHANGE RELATIVE TO HOW MANY LECTURES ARE NEEDED FOR REVIEW.*

1. Weeks 2-3 **Lectures** on the Audiogram and it's interpretation. More if needed to include masking.
2. **Assignment:** Take a hearing test at home using headphones or earbuds if you can. Bring back your results (whether it's an audiogram or a mere comment) (5 points)
3. Audiogram **Quiz** (10 points)
4. Lecture on Tympanometry
5. Tympanometry **Quiz** (10 points)
- **Lecture** on Case Histories
 - **Case history assignment:** Video yourself performing a case history. (details on who to be given in class). (15 points)
6. **Class review** of each other's case history sessions.
7. **Video Explaining Audiograms:** may be substituted with class exercise
8. **Lecture on Counseling Older Adults**, including how to relate hearing loss to the audiogram and understanding speech, communication strategies and ALDs. Extra lecture may be needed.
9. **Assignment:** Using a provided audiogram, video yourself performing a counseling session. (15 points)
10. **Lecture:** Class practice on giving complete evaluations.
11. **Assignment:** Perform a complete evaluation from case history to explaining audiogram to counseling. (30 points)
12. **Case history Quiz (10)**

13. **Lecture** on telehealth issues specific to audiology.

Simucase Simulation Cases plus class debriefs. Simulations are graded on Complete/Incomplete. You need to reach 90% correct to get a Complete. Incomplete assimilations will not allow you to pass the Clinic.

Adult Simulations:

1. Linda 1 (all together)
2. Linda 2 (asynchronously)
3. Dorothy (asynchronously)
4. Kevin 1 (asynchronously)
5. Don (asynchronously)
6. Others may be assigned based on time constraints.

Pediatric Simulations:

7. Ethan (asynchronously)
8. Mason (asynchronously)

Children and school screenings:

SLPs are more likely to perform hearing screenings as opposed to full audiologic hearing evaluations. Therefore, we will focus on elementary school screenings.

1. 1-2 lectures on school screenings, procedures, results and referrals.
2. **Quiz** on school screenings and their results and referrals. (10 points)
3. **Quiz** on case history scenarios

NOTES ON REQUIREMENTS: All assignments and quizzes will be done in asynchronous time. Lecture time may vary by topic, or possible extra time needed for asynchronous assignments so schedule may be altered. Other assignments may be added as the semester proceeds. The calendar and procedure will proceed as needed.

All time providing case histories, interpreting audiograms, and counseling will be considered practical hours. Simulations are also considered practical hours.

7. Grading Criteria:

You need to get a B or better to pass clinic.

90-100% = A, etc.

Please keep up with the schedule. Late work will be penalized by 10% of the total possible points.

8. Grievance Procedures:

Students dissatisfied with course policies should refer to grievance procedure policy on file in SH 115.

VIII. Academic Integrity: “Your own commitment to learning, as evidenced by your enrollment at SJSU, and the University’s Academic Integrity Policy requires you to be honest in your academic course work.” Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct.

9. Americans with Disabilities Act:

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”

NOTE: For a complete list of assignments and due dates, please refer to the “Syllabus” Folder in Canvas.

Week 1: Welcome and intro to reviews of audiograms. Do home hearing test Asynchronously
Week 2: Continue with more complex audiograms.
Week 3: Complex audiograms with writing Audiogram Quiz Asynchronously
Week 4: Lecture on Tympanometry Tympanometry Quiz Asynchronously
Week 5 Lecture on Case Histories Case History Video Asynchronously
Week 6: Class review of case history sessions.
Week 7: Lecture on Counseling Older Adults, including how to relate hearing loss to the audiogram and understanding speech, communication strategies and ALDs. Extra lecture may be needed. Counseling Video Asynchronously
Week 8: Class review of counseling sessions.
Week 9: Lecture Class practice on giving complete evaluations and review on writing audiograms. Full evaluation Video Assignment Asynchronously.

Week 10: Lecture on procedures, possible outcomes and writing referrals. An extra lecture may be needed. School Screening Quiz
Week 13: More lecture on school screening as needed. Case History Quiz
Week 14: Culminating Activity

Points Breakdown:

Take Home Hearing Test: 5 pts
Explain Audiogram: 15
Video Assignments Combined: 60

4 Quizzes:

Audiometry: 10 pts
Tympanometry: 10 pts each
School screening: 10 pts
Case History Quiz 10 pts

Total Points:120

Clinic Grading Rubric is posted on Canvas.