

San José State University
School/Department
EDAU 177, Hearing Testing Practicum, Fall 2019

Course and Contact Information

Course Number:	EDAU 177
Course Title:	Hearing Testing Practicum
Instructor:	Evelyn Merritt, MA, CCC-A
Office Location:	Sweeney Hall 118
Telephone:	650-823-2948
Email:	evelyn.merritt@sjsu.edu
Office Hours:	Wednesdays, 2:00-3:30, SH118E
Class Days/Time:	Section 1: Tuesdays 9:00 AM to 11:45 AM Section 2: Wednesdays 9:00 AM to 11:45 AM Section 3: Thursdays 9:00 AM to 11:45 AM
Classroom:	Sweeney Hall 447 and offsite locations

Course Format

Supervised hearing screenings in San Jose and surrounding area: sites will include preschools, elementary schools, and senior centers 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 older adults 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 off-site practicum. Students must have access to reliable transportation on a regular basis to be on time for classes outside the University. Carpooling with classmates is always suggested.

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 testing sessions: conform to clinic dress standards (see below), bring a black pen and be knowledgeable of the days procedures based on the location we are visiting. Be aware in advance of the day's appointed location and check schedule frequently for changes.
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](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>)

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 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 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>.

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

Course Schedule – SCHEDULE MAY CHANGE DUE TO SITE CHANGES

Week	Date	Topics, Readings, Assignments, Deadlines
1		Preparatory lecture for screenings at senior centers introducing topics of case history, audiometry and counseling
1		Preparatory lecture for screenings at senior centers introducing topics of case history, audiometry and counseling
1		Preparatory lecture for screenings at senior centers introducing topics of case history, audiometry and counseling
2		Preparatory lecture for performing hearing screenings at elementary schools and preschools, including appropriate audiometry and play audiometry
2		Preparatory lecture for performing hearing screenings at elementary schools and preschools, including appropriate audiometry and play audiometry
2		Preparatory lecture for performing hearing screenings at elementary schools and preschools, including appropriate audiometry and play audiometry
3		Off-site location (schedule distributed in class for confidentiality)
3		Off-site location (schedule distributed in class for confidentiality)
3		Off-site location (schedule distributed in class for confidentiality)
4		Off-site location (schedule distributed in class for confidentiality)
4		Off-site location (schedule distributed in class for confidentiality)
4		Off-site location (schedule distributed in class for confidentiality)
5		Off-site location (schedule distributed in class for confidentiality)
5		Off-site location (schedule distributed in class for confidentiality)
5		Off-site location (schedule distributed in class for confidentiality)
6		Off-site location (schedule distributed in class for confidentiality)
6		Off-site location (schedule distributed in class for confidentiality)
6		Off-site location (schedule distributed in class for confidentiality)
7		Midterms
7		Midterms
7		Midterms

Week	Date	Topics, Readings, Assignments, Deadlines
8		Lecture on Screenings at Senior Centers including more in-depth performing of case histories, threshold audiometry and counseling
8		Lecture on Screenings at Senior Centers including more in-depth performing of case histories, threshold audiometry and counseling
8		Lecture on Screenings at Senior Centers including more in-depth performing of case histories, threshold audiometry and counseling
9		Audiogram Review
9		Audiogram Review
9		Audiogram Review
10		Spring Break
10		Spring Break
10		Spring Break
11		Off-site location (schedule distributed in class for confidentiality)
11		Off-site location (schedule distributed in class for confidentiality)
11		Off-site location (schedule distributed in class for confidentiality)
12		Off-site location (schedule distributed in class for confidentiality)
12		Off-site location (schedule distributed in class for confidentiality)
12		Off-site location (schedule distributed in class for confidentiality)
13		Off-site location (schedule distributed in class for confidentiality)
13		Off-site location (schedule distributed in class for confidentiality)
13		Off-site location (schedule distributed in class for confidentiality)
14		On Site Experience in Audiology Lab
14		On Site Experience in Audiology Lab
14		On Site Experience in Audiology Lab
15		Culminating Activity
15		Culminating Activity
15		Culminating Activity

See **RUBRIC** next page.

BASIC CLINICAL COMPETENCIES									
Score as: 3= met 2= area of concern 1= not met									
	student focus			demonstrates respect for fellow students as valued and unique individuals					
	commitment to diversity			respects clients/families of varied cultural backgrounds, ethnicities, religions, sexual orientation, social classes, abilities, political beliefs and disabilities					
	time management			completes clinic assignments and duties relating to client by assigned due date					
	emotional maturity			responds to frustration and stress appropriately					
	professional responsibility			demonstrates promptness, is not unnecessarily absent, notifies appropriate individuals, etc.					
	confidentiality			maintains patient confidentiality at all times, both written and verbal					
	administrative			follows all clinic procedures as outlined in all clinic meeting/handbook					
	case management			maintains records, makes client contacts as necessary, interacts with others as needed					
	professional format			follows format according to report type and per supervisor suggestions					
	writing style			uses a writing style that reflects the professional nature of the field					
#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	
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.		

Com pete ncy	V al ue	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.
		ASSESSMENT AND INTERVENTION * not all areas are appropriate in all clinics.	
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		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			
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
COMMENTS			
Strengths			
Areas to watch			
Areas that require			

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	* 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.