

SYLLABUS
CSD 852: Hearing Assessment (Lecture), 2 s.h.
University of Wisconsin-Stevens Point
Fall 2020
MW 10:30-11:20 am

Class location and format will vary: There will be occasional meetings in room 024 CPS at the regular class time, some online Zoom meetings at the regular class time, and also asynchronous recorded lectures.

Professor: Dr. Rebecca L. Warner Henning
Office: 050, CPS
Phone: 715-346-2351
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Office Hours: Monday & Wednesday 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. **During in-person “office hours,” students may not enter my office due to Covid restrictions, so if you have a question, please knock at my door and we will move to a HA lab or another available space.***

Prerequisites and Co-requisites:

- First-year AuD student
- Concurrent enrollment in ComD 853 Hearing Assessment Lab
- Undergraduate courses in hearing science, acoustics, and introductory audiometry are recommended, but not required.

Course Description:

This course covers the purposes, methods, and theoretical and scientific rationale underlying basic methods of hearing assessment. It is designed to be taken in conjunction with the associated lab course, CSD 853. Following completion of the lecture and lab courses, students will be able to assess the integrity and sensitivity of the ear via otoscopy, pure-tone air- and bone-conduction testing including masking, speech audiometry, and the most common acoustic admittance measures. Students will also be able to take a case history, document and report results, and communicate results to patients. Students will develop a beginning-level ability to rule out medical disorders and make appropriate referrals. Finally, students will be able to adapt the audiologic test battery in special cases or with special populations.

Course Format and Expectations:

- This class will sometimes meet synchronously, sometimes in-person and sometimes online via Zoom, at the designated time (10:30-11:20 am), and sometimes will have required asynchronous activities (typically recorded lectures) instead of or in addition to class meetings.
- **When attending a synchronous class, whether in-person or via Zoom, you are expected to be attentive and engaged in the course.**
 - If you expect you will be unable to attend or focus on a synchronous course session (for example, if you are ill, or caring for someone who is ill, or caring for a dependent, etc.), please email me ahead of time if possible (or if it's not possible to email me ahead of time, then email me as soon as you reasonably can) to request an excused absence from the class.
Please DO NOT attend an in-person class 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. If it is a Zoom session, it will likely be recorded, and you can watch the recording at a better time. Please also read the bullets below about excused absences.

- **Please do not try to attend a Zoom course while you are driving, or while you are doing anything else that requires your full attention for safety!** Please plan your schedule so you can attend class from an environment that allows you to pay full attention to class. See the information in the previous and following bullets about requesting an excused class absence if necessary.
- 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 class regularly, and excused absences should NOT be requested or used for routine or controllable circumstances like vacation, work, convenience, or errands.
- Although I highly recommend you participate with video whenever possible in any synchronous Zoom sessions, if your video will create repeated or disruptive distractions for others during the session, please disable your own video while the distraction is present, or for the entire session if necessary. It is NOT very distracting (so no need to disable video) if a family member or pet occasionally or calmly appears in the background; however it IS visually distracting if, for example, you keep getting up and down or moving around a lot, or if you move your camera a lot, or if your pet repeatedly jumps all over you throughout class, or if a family member keeps asking you questions. I understand these things may happen, but please disable your own video if they occur for longer than a brief time.
- In general, please mute your own audio unless you are speaking. There may be some occasions when, due to a faster pace of the discussion, it may be better to leave your audio un-muted, but most of the time it works best if everyone except the current speaker has their audio muted.

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.

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.

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 required readings are available on the course Canvas site or online.

Listed below are some additional textbooks that you may find helpful:

Yacullo, W. S. (1996). *Clinical Masking Procedures*. Boston: Allyn & Bacon.

Roeser, R. J., Valente, M., & Hosford-Dunn, H (Eds.). (2007). *Audiology Diagnosis*, 2nd ed. New York: Thieme.

Busacco, D. (2010). *Audiologic Interpretation Across the Lifespan*. Boston: Pearson Education.

Course Requirements

You must complete *all* of the requirements listed below in order to pass the course.

- You are required to prepare before class and before any meetings with me. Reading assignments and asynchronous recorded lectures must be completed before the class period on the assigned date and before any meetings with me on that topic. This will allow us to use class or meeting time for more in-depth discussions, clarifications, and to discuss how the information applies to clinical cases.
- Class contributions: In order to benefit from class sessions, you should come prepared to participate in discussions and in-class exercises. Required readings and recorded lectures must be completed **before** the class when that topic will be discussed, and you should use the questions on the ppts to help guide your readings. As a guideline, each student is expected to contribute to class at least once per class session, and preferably twice or more if there are sufficient opportunities. Students are also expected to **not** monopolize class discussion, and to also allow opportunities for other students to participate.
- Presentation of a clinic case observation: either a case history or a results explanation. See the separate assignment description.
- Exams: there will be two midterms and one final exam. The exam format will be mostly short-answer. **The final exam will be comprehensive. It will take place during final exam week, and the exact date and time will be arranged.**
- Attendance: You are responsible for attending synchronous class sessions (in-person or Zoom) unless you discuss (an) excused absence(s) with me, preferably ahead of time if possible. **See the information earlier in this syllabus under “Course format and expectations” for more information about absences.** Repeated **unexcused** absences will, at the least, result in a meeting to discuss and troubleshoot any barriers you are experiencing to attending class, and if the problem remains unresolved, may result in an improvement plan to meet ASHA’s professionalism competency. **If you are concerned that a family or personal situation will cause you to miss class**

repeatedly, please discuss this with me proactively so we can discuss some possible solutions, rather than waiting until you have repeated unexcused or unexplained absences.

****Please see additional information about grading and expectations in the “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 averaging your percent correct (*not* total number of points) on the following components. I’ll calculate your final grade using the following weighting scale:

Observation presentation	20%
Exam I	25%
Exam II	25%
Final Exam	30%

Grading Criteria:

For complete information about grading criteria, please see the separate “Important Grading Information” handout, as well as the assignment description handout.

Grading Scale:

UWSP											
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
A1: Genetics, embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology of hearing and balance over the life span	Passing grade on all exams
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 on all exams
A5. Calibration [calibration only covered to a limited extent] and use of instrumentation according to manufacturers' specifications and accepted standards	Passing grade on all exams
A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management	Passing grade on all exams
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 grade on all exams, and Passing grade on presentation
A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span	Passing grade on all exams, and Passing grade on presentation
A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication	Passing grade on all exams, and Passing grade on presentation
A15. Client-centered , behavioral, cognitive, and integrative theories and methods of counseling and their relevance in audiologic rehabilitation	Passing grade on exam question(s) covering this material
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 grade on all exams, and Passing grade on presentation
A17. Importance, value, and role of interprofessional communication and practice in patient care	Passing grade on all exams
A18. The role, scope of practice, and responsibilities of audiologists and other related professionals	Passing grade on all exams
B8. Performing developmentally, culturally, and linguistically appropriate hearing screening procedures across the life span	Passing grade on all exams
B9. Referring persons who fail the hearing screening for appropriate audiologic/medical evaluation	Passing grade on all exams

C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors	Passing grade on all exams, and Passing grade on presentation
C2. Obtaining a case history and client/patient narrative	Passing grade on all exams, and Passing grade on presentation
C3. Obtaining client/patient-reported and/or caregiver-reported measures to assess function	Passing grade on all exams, and Passing grade on presentation
C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system	Passing grade on all exams
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 all exams
C8. Selecting, performing, and interpreting developmentally appropriate behavioral pure-tone air and bone tests, including extended frequency range when indicated	Passing grade on all exams
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 (WRs); obtaining a performance intensity function with standardized speech materials, when indicated	Passing grade on all exams
C10. Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used	Passing grade on all exams
C13. Selecting, performing, and interpreting tests for nonorganic hearing loss	Passing grade on all exams
E1. Engaging clients/patients in the identification of their specific communication and adjustment difficulties by eliciting client/patient narratives and interpreting their and/or caregiver-reported measures	Passing grade on all exams, and Passing grade on presentation
E4. Providing assessments of family members' perception of and reactions to communication difficulties	Passing grade on all exams, and Passing grade on presentation
E5. Identifying the effects of hearing problems and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning	Passing grade on all exams, and Passing grade on presentation

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.

Instructor's Objectives:

In order to help you achieve the above standards, I will do the following:

- 1) Provide you with suggestions for study skills and strategies;
- 2) Prepare classes that include a mix of lecture and active learning activities that are designed to engage you in the material and facilitate your learning;
- 3) Explain difficult concepts to the best of my ability;
- 4) Be available to answer questions or discuss the material;
- 5) Provide a non-threatening environment in which it is acceptable to "learn out loud," learn by trying new things and new ideas, and not always have the "right" answer.

Course Schedule

The following is a tentative schedule of course topics. We will meet in person on the first day and on some additional days. Other days we will meet at the class time via Zoom, and on other days there will be required asynchronous activities (such as viewing recorded lectures) and we will not meet. The specific dates of synchronous (Zoom or in-person) meetings depend on our progress through the topics, and will typically be announced at least a week in advance.

Day	Date	Topic	Reading
W	September 2	Introduction to course, expectations, & tips for effective learning; goals in audiology; start disorders and medical referrals?	Katz et al. chapter 1; Health News Review re: sensitivity and specificity
M	September 7	No class, Labor Day	
W	September 9	**Goals paper due (will not be turned in) Disorders and medical referrals; start pure-tone audiometry?	Jordan & Roland (2000); Federal regulations re: red flag conditions; AAO-HNS position statement re: red flag conditions
M	September 14	Pure-tone audiometry	Katz et al., pp. 14-16 on biologic checks; Katz et al. chapter 3; Katz et al. chapters 24, 31, & 34: sections related to pure-tone testing; ASHA (2005) as reference
W	September 16	Pure-tone audiometry, possibly introducing bone-conduction concepts	Katz et al. chapter 4
M	September 21	Bone-conduction testing	Katz et al. chapter 4
W	September 23	Audiogram interpretation	Katz et al. chapter 3, pp. 37-45
M	September 28	Audiogram interpretation	Katz et al. chapter 3, pp. 37-45

W	September 30	** Case history presentations Tympanometry?	Recorded lecture on tympanometry; Katz et al. chapter 9, pp. 137-149 (tympanometry) Katz et al. chapter 10 (acoustic reflexes)
M	October 5	Tympanometry; Acoustic reflex thresholds?	Recorded lecture on tympanometry; Katz et al. chapter 9, pp. 137-149 (tympanometry) Katz et al. chapter 10 (acoustic reflexes)
W	October 7	Exam I	
M	October 12	Acoustic reflex thresholds; Tymp and ART cases?	
W	October 14	Tymp and ART cases	
M	October 19	Catch up	
W	October 21	Speech audiometry	Hornsby and Mueller (2013); McCreery (2013) Katz et al. chapter 5; additional required references on Canvas
M	October 26	Speech audiometry	*There will likely be 1 or 2 recorded lectures to view on speech audiometry.
W	October 28	Speech audiometry	
M	November 2	Speech audiometry	
W	November 4	Speech audiometry; Begin masking?	Katz et al. Chapter 6 (masking)
M	November 9	Masking: concepts & procedures	Katz et al. chapter 6; consider Yacullo textbook
W	November 11	Exam II	
M	November 16	Masking	Katz et al. chapter 6; consider Yacullo textbook
W	November 18	Masking	
M	November 23	Masking	
W	November 25	Masking	
M	November 30	Finish masking? Sharing results with patients	Clark and English (2004); Grenness et al. (2015)
W	December 2	Sharing results with patients; Begin test performance?	Clark and English (2004)
M	December 7	**Presentations on communicating results; Test performance?	

W	December 9	Test performance for screening for HL and identifying retrocochlear HLs; referrals and communicating results to other professionals	ASHA (1997); Health News Review article
	December 14-17, date and time TBD	Final Exam	