

SYLLABUS
CSD 853: Hearing Assessment Lab, 1 s.h.
University of Wisconsin-Stevens Point
Fall 2023
Friday, 9-11 am
Room 018, CPS

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Office Hours: Mondays 2:30-3:30, Thursdays 1:30-2:30, Friday 11-noon, and by appt.
Zoom and phone "office hours" appointments can also be arranged as needed, either during my regular office hours times or at other times. Please email or call me to schedule Zoom or phone appointments.
Teaching Assistant: Kadie Biese, kbies749@uwsp.edu

Prerequisites and Co-requisites:

- Enrolled in first-semester sequence of graduate audiology coursework, especially CSD 852 Hearing Assessment lecture.
- Undergraduate courses in hearing science, acoustics, and introductory audiometry are recommended.

Course Description:

This is a laboratory course designed to complement CSD 852 Hearing Assessment. In this course, you will have the opportunity to gain hands-on experience with the methods of hearing assessment discussed in CSD 852. In addition to the hands-on work, you will be required, in lab reports, to describe and explain the purpose, methods, and theoretical/scientific/technical rationales underlying methods of hearing assessment. This class meets approximately once a week for a laboratory session. During the class meeting, there may be some lecture time for background information, and you will receive an orientation to the equipment and procedures for that week's lab. If there is any class time remaining, you can begin the lab assignment. Time outside of class will normally be required to complete the lab work and lab report.

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 readings will be required for some labs, and these will be posted to the class Canvas site.

Student Privacy and Intellectual Property of Recorded Lectures:

Lecture materials and recordings for this class are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] **Students may not copy or share lecture materials and recordings outside of class**, including posting on internet sites or selling to commercial entities. **Students are also**

prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission.

Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Course Requirements

Following are the course requirements. You must complete all of the requirements in order to pass the course.

- Lab reports. For many of the lab sessions, there will be a lab report due within one or several weeks after the lab meeting. *See the final page of this syllabus for an explanation of the lab report requirements.*
- Practical exam. There will be one practical exam near the midterm of the semester. This exam will assess your ability to perform many of the hands-on skills of the basic audiologic test battery. Further details will be discussed prior to the exam, and a rubric will also be available prior to the exam.
- Attendance: You are responsible for attending lab unless you are ill or have symptoms of COVID-19. **DO NOT attend lab if you have a fever or other symptoms of COVID-19 or other contagious illness, or if you have tested positive for COVID-19 or other contagious illness.**
 - **If you are fever-free with improving symptoms after a few days, you may attend lab, but I strongly encourage you to wear a mask and keep a few feet of distance from others (when possible) until you are symptom-free. This can help prevent illness from spreading to everyone else and will hopefully minimize disruptions to the semester.**
 - You should plan to attend lab every week unless you are ill or have a personal or family emergency. You are not permitted to miss lab for routine or controllable circumstances like vacation, work, convenience, or errands.
 - If you must miss lab, please contact the instructor as soon as possible. Repeated **unexcused** absences may result in a reduced grade or a failing grade for the course. **If you are concerned that a family or personal situation will cause you to miss lab repeatedly, please discuss this with me so that we can come to an acceptable solution.** Please also refer to the CSD 852 "Grading Explanations" 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 weighting the average of your *percent correct* (not total number of points) on the following components:

Lab reports (average of all reports)	70%
Practical exam	30%

Grading Scale:

UW – SP Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentage	100-93	92.9-90	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
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 in the class
A5. Calibration [calibration only covered to a limited extent] and use of instrumentation according to manufacturers' specifications and accepted standards	Passing grade in the class
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 grades on the case history and nonorganic hearing loss labs, and Passing grade on the practical exam, and Passing grade on average of all labs
A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication	Passing grades on the case history and nonorganic hearing loss labs, and Passing grade on the practical exam
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 grades on the case history and nonorganic hearing loss labs, and Passing grade on the practical exam

C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors	Passing grade on case history lab, and Passing grade on admittance lab, and Passing grade on practical exam
C2. Obtaining a case history and client/patient narrative	Passing grade on case history lab, and Passing grade on practical exam
C3. Obtaining client/patient-reported and/or caregiver-reported measures to assess function	Passing grade on case history lab, and Passing grade on practical exam
C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system	Passing grade on admittance lab
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 admittance lab, and Passing grade on practical exam
C8. Selecting, performing, and interpreting developmentally appropriate behavioral pure-tone air and bone tests, including extended frequency range when indicated	Passing grades on otoscopy lab, pure-tone AC and BC lab, masking lab, and nonorganic hearing loss lab, and Passing grade on practical exam
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 (WRSs); obtaining a performance intensity function with standardized speech materials, when indicated	Passing grades on speech audiometry lab and masking lab
C10. Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used	Passing grades on otoscopy lab, case history lab, pure-tone AC and BC lab, admittance lab, speech audiometry lab, and nonorganic hearing loss labs
C13. Selecting, performing, and interpreting tests for nonorganic hearing loss	Passing grade on nonorganic hearing loss lab

A passing grade is a B or better; a B-minus grade is NOT passing. 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.

Course Schedule

The following is a tentative schedule of when topics will be covered in lab. You will need to plan additional time during the week(s) following each lab to complete the hands-on portions of the lab assignments.

Additional Lab Preparation: You may also be required to watch some videos on how to use equipment prior to each lab.

Date	Topic	Reading
September 8	Otoscopy	Online otoscopy tutorial
September 15	Case history: discuss cases	Katz et al. chapter 7; also portions of chpts. 24, 31, 34 that relate to case history; Silkes (2012)
September 22	Pure-tone AC & BC thresholds; tuning fork tests	Practicum manual; CSD 852 readings on these topics
September 29	Pure-tone AC & BC thresholds; tuning fork tests	Practicum manual; CSD 852 readings on these topics
October 6	Tympanometry & Acoustic Reflexes	Practicum manual; CSD 852 readings on these topics
October 13	Tympanometry & Acoustic Reflexes	Practicum manual; CSD 852 readings on these topics
October 20	Practical Exams	
October 27	Practical Exams	
November 3	Speech audiometry	Practicum manual; CSD 852 readings on this topic; Hurley & Sells (2005)
November 10	Masking for pure tones and speech	CSD 852 readings on this topic
November 17	Masking for pure tones and speech	CSD 852 readings on this topic
November 24	No lab: Thanksgiving break	
December 1	Tests and procedures for non-organic hearing loss (includes lecture)	Katz et al. chapter 33; Martin et al. (2001); Austen & Lynch (2004); Tunnell (2013)
December 8	Pediatric assessment procedures	Practicum manual
December 15	Final exam week, no lab	

Requirements for Lab Reports

1. *Lab reports are to be written up individually.* You are permitted to consult with your classmates about the concepts covered in the lab, but **each student must write up his/her own lab report in his/her own words.** If a student does not follow this requirement, it will be considered academic misconduct.
 - a. Students should NOT use AI/ChatGPT for writing lab reports. You will most likely have opportunities to use AI in other classes taught by me, but the questions in lab reports are highly specific (which AI is not always helpful for) AND are good practice for the types of concepts and answers you will need to readily know “on the fly” in clinic and on handwritten, closed-book exams in the Assessment lecture class. Therefore, using AI on lab reports will tend to be less helpful, and/or may prevent you from learning the material well enough to meet competency. If you have questions about this, I am happy to discuss your questions or concerns.
2. The lab report must begin with a statement of the purpose(s) of the lab.
3. Lab reports must be typed. If sketches are required, they may be completed neatly by hand or by computer. Graphs may be neatly hand-drawn on graph paper or created using a computer.
4. All attachments to the lab report (e.g., audiograms, admittance printouts, etc.) must be neatly labeled and attached at the end of the lab report. They must be labeled so that it is clear which attachment you are referring to in your written report. For example, your report may say, “Audiogram 1 shows normal thresholds...”, and you must be sure that Audiogram 1 is neatly and clearly labeled.
5. All parts of the lab report must be neatly organized and labeled.
6. If the data gathered in lab lends itself to presentation in a table format, please do so. One example of data that should be presented in a table is a comparison of results obtained under different conditions. For instance, if the lab requires you to obtain thresholds using two (or more) different methods, you should include a table that clearly illustrates the average difference in thresholds between the two different methods. Here is an example. The “mean threshold” refers to the average threshold across all of your subjects. If this table were part of a real lab report, you would need to specifically state (either in the table itself or in the accompanying text) what “method 1” and “method 2” were.

	Method 1	Method 2
Mean Threshold	10 dB HL	15 dB HL

7. If a table is included in the lab report, then the accompanying text (i.e., the body of the lab report) should explain and interpret the information in the table. Information in a table does NOT need to be simply re-stated in the text, but again, you should use the text to *explain* and *interpret* the information in the table.
8. Lab reports must be written in complete, grammatically correct sentences. Paragraphs should be used as needed.
9. Spelling errors should be minimized.
10. Technical terms must be used and spelled correctly. Refer to your textbook, references, or class notes for the correct usage and spelling.
11. If you refer to information from the textbook or any other outside references, you must cite the source using APA style and include a reference list in APA style at the end of your lab report.
12. Please feel free to ask me if you have questions about your lab report. I am happy to answer questions about your report before you turn it in.

Labs will be graded on a 30-point scale using the following criteria:

1. Information and accuracy: All essential main points and information are included and accurate, and all relevant details and concise supporting information (i.e., information that explains, defines, or illustrates the main points) are included and accurate.
2. Use of examples and/or explanations to demonstrate understanding: The issue/problem/concepts are presented and discussed clearly in a way that demonstrates the student has gained his/her *own* understanding, rather than simply reiterating information from readings or class. May contain original insights into an issue or problem, and/or may include examples or explanations that illustrate the issue or concept.
3. Statements and conclusions are supported with evidence: Statements, conclusions, and/or opinions are supported by accurate, relevant, and clearly presented evidence.
4. Applying information: The student applies information learned in class and/or readings to the lab results.
5. Precision: Written material is precise and specific. For instance, units are fully specified (such as Hz, dB HL, mmho, mL, etc.), descriptions are precise (Instead of writing, “She heard better,” you might write, “Her thresholds were 5-10 dB better.”), etc.
6. Graduate-level writing and mechanics: It is clearly written or presented, with very minimal or no spelling or grammatical errors. The writing structure and style are consistent with graduate-level academic writing. Technical terms are spelled and used correctly. References are used appropriately and cited and listed correctly in APA style.

Please also see the information on the “Important Grading Information” handout.