

USU Department of Communicative Disorders and Deaf Education  
COMD 7200/7300/7400 - Spring Semester 2008  
Clinic Meeting Tuesday 12:00-12:50, Clinic as assigned  
2 semester credit hours

Heather Jensen AuD, CCC-A  
32 Lillywhite Building  
Phone: 797-1390 or 760-5111  
Email: [hjensen@cc.usu.edu](mailto:hjensen@cc.usu.edu)

Office Hours:  
T 10:30-12:00  
T 1:00 -2:30  
H 10:30-12:00  
F 9:00-3:00

**COURSE DESCRIPTION:**

ComD 7200 Introduction to Clinical Practice: Supervised diagnostic practicum for first-year students in the Audiology Program.

ComD 7300 Intermediate Clinical Practicum: Supervised diagnostic practicum for second-year students in the Audiology Program.

ComD 7400 Advanced Clinical Practicum: Supervised diagnostic practicum for second-year students in the Audiology Program.

**COURSE FEE:**

There is a required \$15.00 fee for this course. The fee is used to help maintain the clinic and purchase the supplies necessary to facilitate proper testing in the USU Hearing Clinic.

**OUTLINE OF THE COURSE:**

Clinical practicum times will be assigned for the USU Hearing Clinic for 7200, for both the USU Hearing Clinic and an off campus practicum site for 7300 and for an off campus site for 7400. In addition all students are required to attend a weekly Clinic Meeting which will be held Tuesdays at 12:00-12:50. The clinic assignments are as follows:

Clinic Schedule Spring 2008  
January 14-April 26

Clinic Meeting

Tuesday 12:00-12:50

OP Appointments

Monday	2:00-3:30	Nikki	Joe	Dr. Porter
Tuesday	10:00-11:30	Maria	Tad	Dr. Jensen
Wednesday	9:00-10:30	Andrew	Dave	Dr. Jensen
Wednesday	10:30-12:00	Tyler	Curtis	Dr. Jensen
Wednesday	2:00-3:30	Michael	Bret	Dr. Porter
Thursday	12:30-2:00	Megan	Julie	Dr. Porter

On-Call Appointments

Monday	10:30-11:30	Megan	Curtis	Dr. Porter
Monday	11:30-12:30	Nikki	Curtis	Dr. Porter
Tuesday	9:00-10:00	Maria		Dr. Jensen
Tuesday	1:30-2:30	Tyler		Dr. Jensen
Wednesday	3:30-4:30	Michael		Dr. Porter
Thursday	1:30-2:30	Andrew	Tad	Dr. Jensen

APD Clinic

Tuesday	2:30-5:00	Justin		Dr. Jensen
---------	-----------	--------	--	------------

Clinic Closed/Changes

Monday	January 21	Martin Luther King Day
Monday	February 18	President's Day
Tuesday	February 19	Monday Schedule
M-F	March 10-14	Spring Break
W-F	April 2-4	AAA Convention

Clinic Assignments (Off Campus) Spring 2008

<u>Student</u>	<u>Placement</u>	<u>Supervisor</u>	<u>Days</u>
Will Sparrow	Medical Hearing Clinic	Kody Kennington	W/H
Justin Howell	USDB	Robert Shaw	W/H
Paul Daines	Bridgerland Audiology	Robert Stevenson	H/F
Paul Daines	Ogden Clinic	Laurel Brewer	W
Johnny Foster	Hearing & Balance Center	Don Worthington	W/H
Bret Jenkins	Bountiful Hearing Center	Harold Pergler	M
Dave Anthony	Bridgerland Audiology	Robert Stevenson	M
Julie Howell	Tanner Clinic	Jennifer Hogge	W
Tad Bergen	Cache County School Dist.	Steve Jensen	W/F
Joe Dansie	Budge Clinic	Sheryl Spriet	F
Curtis Woolf	Utah Dept. of Health	Kurt Randall	M

### CLINIC MEETING SCHEDULE:

- 1/8 Clinic Scheduling/protocol/conference
- 1/15 Lightspeed Technology-Jaime Mendez
- 1/22 Conference/Nafda Business/Mexico
- 1/29 Presentation of Capstone Project-Daniel Keller & Amy Wusstig
- 2/5 HIPPA Presentation/ASHA Information
- 2/12 CAP/IDT Info-Justin Howell
- 2/19 No class-Monday Schedule
- 2/26 Oticon Epoq Presentation-Norm Mayfield
- 3/4 Capstone Presentations-Shalise Adams
- 3/11 Spring Break
- 3/18 Capstone Presentations-Spencer Cheshire
- 3/25 Capstone Presentations-Amy Wheeler
- 4/1 Capstone Presentation-Kelly McKinlay
- 4/8 Off Campus Case Presentations- Joe/Dave/Julie/Curtis/ Tad/Bret/
- 4/15 Clinical Research Project Presentations- Johnny/Will
- 4/22 Clinical Research Project Presentations- Justin/Paul
- 4/29 End of semester/holiday celebration

**COURSE REQUIREMENTS:** Attendance to on campus, off campus clinic and clinic meeting is mandatory. Please let your supervisor know if you are unable to attend for emergency purposes. Students should arrive at least 10 minutes early to their assigned clinic time. The first clinic time of the day is responsible for performing a check on the equipment to ensure that it is working properly. They are also required to return all of the cleaned tips, cleaning tools, etc. to the proper storing facility. The final clinic time of the day is required to clean all of the tips and cleaning tools used throughout the day and to shut off all of the equipment used. Students are required to adhere to the standards for professional image listed below.

### **Grading Policy**

The grade for this course will be based on your final evaluation for the semester. The evaluation form that will be used is below & includes an explanatory section. The evaluation will be completed by either your on-campus or off-campus supervisor. You will be evaluated using the following scale:

**Level 1- Emerging:** Skill/competency not evident; requires constant supervision modeling/intervention

**Level 2- Developing:** Skill/competency present but needs further development; requires frequent supervisory monitoring

**Level 3- Refining:** Skill/competency developed needs further refinement or consistency; requires infrequent monitoring

**Level 4- Independent:** Skill/competency well-developed and consistent; requires guidance and/or consultation only

The grading scale is as follows:

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3 &amp; 4</u>
A=1.75+	A=2.75+	A=3.75+
B=1.0-1.75	B=2.0-2.75	B=3.0-3.75
C=1.0 & below	C=2.0 & below	C= 3.0 & below

### **Knowledge and Skills Assessment (KASA)**

The American Speech-Language-Hearing Association has recently changed its system for assuring the competence of newly trained professionals in speech-language pathology and audiology. In the past, graduate students were regarded as competent upon satisfactory completion of an array of coursework and clinical practicum, in addition to other requirements. The KASA approach defines a body of clinical and academic skills required of all students in training. Faculty and clinic supervisors attest to the satisfactory acquisition of each skill. At the conclusion of each course and practicum experience, feedback is gathered regarding skill achievement and entered onto a master form, which can be reviewed by students and faculty. All skills noted on the KASA form must be satisfactorily completed in order for the Department Chair to sign ASHA certification papers. The steps in the KASA process for each student are described in detail below.

#### **Explanatory Notes to KASA Procedure:**

1. Each student will have a tracking form that lists each element of knowledge and skill. The form will allow the student and program to monitor progress toward completion of training.
2. Course syllabi will specify the knowledge and skill trained within each course. Faculty will provide each student an opportunity to demonstrate knowledge or skill development (by examination, paper, presentation, project, etc.).
3. At the conclusion of each semester, faculty will transmit data regarding successful skill and knowledge development for every student.
4. All successfully completed skills and areas of knowledge will be entered on the tracking form.
5. If a student fails to develop a skill or area of knowledge that was trained in a given course, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired.
6. If a student has no further opportunity to satisfactorily develop a failed skill, the student must take a special examination during the last semester to demonstrate acquisition of the skill in question. If the student does not pass the special examination and has not acquired the skill(s) in question, the program director will not sign the student's certification papers.
7. A checklist will be used to account for skills or knowledge developed in clinic. These data will be entered on the KASA tracking form.
8. In the event that a student fails to develop a clinical skill, a faculty member with expertise related to that area would assist in remediation if there were no other opportunities for the student to develop the skill in other clinic settings. The faculty member would supply guidance to the student as well as some mechanism for reassessing the skill in question.
9. Faculty will review each student's KASA tracking form at the first faculty meeting of each semester.

Students need to also understand that satisfying KASA standards does not necessarily indicate completion of departmental or university requirements. It is possible that a student may pass a standard in one course, but not in another course taken subsequently. In this situation, a student would be closely-monitored and required to do more work to demonstrate overall competency of that standard.

The KASA standards being addressed to some degree in this class are listed below. The standards will be met during clinical practicum as shown by the Audiology Competencies Grading Form (See below)

<b>Competencies:</b>
<b>Prevention and Identification. The applicant must be competent in the prevention and identification of auditory and vestibular disorders. At a minimum, applicants must have the knowledge and skills necessary to:</b>
C1. Interact effectively with patients, families, other appropriate individuals and professionals.
C2. Prevent the onset and minimize the development of communication disorders.
C3. Identify individuals at risk for hearing impairment.
C4. Screen individuals for hearing impairment and disability/handicap using clinically appropriate and culturally sensitive screening measures.
C5. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures.
C6. Administer conservation programs designed to reduce the effects of noise exposure and of agents that are toxic to the auditory and vestibular systems.
C7. Apply the principles of evidence-based practice

**Evaluation. The applicant must be competent in the evaluation of individuals with suspected disorders of auditory, balance, communication, and related systems. At a minimum, applicants must have the knowledge and skills necessary to:**

D1. Interact effectively with patients, families, other appropriate individuals and professionals.

D2. Evaluate information from appropriate sources to facilitate assessment planning.

D3. Obtain a case history.

D4. Perform an otoscopic examination.

D5. Determine the need for cerumen removal.

D6. Administer clinically appropriate and culturally sensitive assessment measures.

D7. Perform audiologic assessment using physiologic, psychophysical, and self-assessment measures.

D8. Perform electrodiagnostic test procedures.

D9. Perform balance system assessment and determine the need for balance rehabilitation.

D10. Perform aural rehabilitation assessment.

D11. Document evaluation procedures and results.

D12. Interpret results of the evaluation to establish type and severity of disorder.

D13. Generate recommendations and referrals resulting from the evaluation process.

D14. Provide counseling to facilitate understanding of the auditory or balance disorder.

D15. Maintain records in a manner consistent with legal and professional standards.

D16. Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s).

D17. Use instrumentation according to manufacturer's specifications and recommendations.

D18. Determine whether instrumentation is in calibration according to accepted standards.

D19. Apply the principles of evidence based practice

**Treatment. The applicant must be competent in the treatment of individuals with auditory, balance, and related communication disorders. At a minimum, applicants must have the knowledge and skills necessary to:**

E1. Interact effectively with patients, families, other appropriate individuals, and professionals.

E2. Develop and implement treatment plan using appropriate data.

E3. Discuss prognosis and treatment options with appropriate individuals.

E4. Counsel patients, families, and other appropriate individuals.

E5. Develop culturally sensitive and age-appropriate management strategies.

E6. Collaborate with other service providers in case coordination.

E7. Perform hearing aid, assistive listening device, and sensory aid assessment.

E8. Recommend, dispense, and service prosthetic and assistive devices.

E9. Provide hearing aid, assistive listening device, and sensory aid orientation.

E10. Conduct aural rehabilitation.

E11. Monitor and summarize treatment progress and outcomes.

E12. Assess efficacy of interventions for auditory and balance disorders.

E13. Establish treatment admission and discharge criteria.

E14. Serve as an advocate for patients, families, and other appropriate individuals.

E15. Document treatment procedures and results.

E16. Maintain records in a manner consistent with legal and professional standards.
E17. Communicate results, recommendations, and progress to appropriate individual(s).
E18. Use instrumentation according to manufacturer's specifications and recommendations.
E19. Determine whether instrumentation is in calibration according to accepted standards.
E20. Conduct self-evaluation of effectiveness of practice
E21. Apply the principles of evidence-based practice

You will be assessed in each semester in the following areas using the Level 1-4 grading scale to determine your clinic grade. The evaluation form corresponds to the ASHA competencies as follows:

**Skills**

- A. Professional Interaction and Growth
- B. Preparation
- C. Case History & Interpersonal Skills
- D. Testing
- E. Interpretation/Recommendations/Counseling
- F. Amplification
- G. Documentation

**KASA Areas**

- C:7; E:21
- B:18; D:2; E:2, 20
- C:1, D:1, 3; E:1, 3
- C:2-5;D:4-8,10,17-19; E:18-19
- D:12-14; E:2-6, 21
- B:21, D:5,10, E:7-14
- D:11,15-16; E:15-17

<b>A. Professional Interaction and Growth</b>
Demonstrate growth by establishing goals, and demonstrating progress towards goals
Accepts criticism and makes changes to improve clinical performance
Utilizes supervisor feedback and suggestions
Demonstrates growth in independent and critical thinking
Utilizes theory and evidence-based practice principles to make clinical decisions
Demonstrates knowledge of conflict resolution (clients, colleagues, faculty)
<b>B. Preparation</b>
Establish weekly meeting time to review case information and discuss preparation
Submit file and all supporting documents to supervisor at least 24 hours

prior to appt
Read all available information (e.g., file, case history)
Analyze and investigate available information (e.g., medical definitions, conditions)
Prepare room for client safety and efficient testing procedure
Perform needed biologic equipment checks before the session
Select psychometrically appropriate procedures, materials, and approaches
Select procedures/materials/approaches w/consideration to:client preferences, goals,special needs, age, medical status, physical and sensory abilities, education, cognitive status, and cultural/ethnic, social, and linguistic background
<b>C. Case History and Interpersonal Skills</b>
Asks questions in a clear, professional manner using language/terminology that is understood by client/family
Adapts interview based upon information client provides
Uses appropriate body language and non-verbal cues
Identifies primary purposes of appointment
Conducts interview process efficiently, effectively, and thoroughly
Modifies own communication according to needs of client
Listens actively to client, family or relevant others and involves them in the process
Provides appropriate information relative to client and/or family concerns
<b>D. Testing</b>
Otosopic (determine need for:cerumen management,alter test procedure,get assistance)
Pure tone air
Pure tone bone
VRA
Play audiometry
SRT/SAT
WR in quiet
WR in noise (e.g., Quick SIN)
WR binaural
MCL
LDL
Tympanometry
Acoustic reflexes
Acoustic reflex decay
TEOAE
DPOAE
Administer screening tests as needed (e.g., speech/lang, tinnitus, dizziness, cognitive)
Demonstrate understanding of when masking is needed, including set-up, and awareness of occlusion effect for pure tone test procedures
Demonstrates understanding of when masking is needed for speech test procedures
Administer masking when needed for pure tone
Administer masking when needed for speech testing

ABR
Newborn hearing screening
<b>E. Interpretation/Recommendations/Counseling</b>
Interprets test results accurately
Demonstrates use of cross-check principle
Develops appropriate and thorough recommendations including appropriate referrals
Presents findings completely and accurately
Provides information with appropriate sensitivity
Provides information confidently and in a professional manner using appropriate language
<b>F. Amplification</b>
Performs hearing aid preparation and testing in a timely manner (e.g., follows steps on Hearing Aid Protocol form)
Identifies appropriate hearing aid options based upon hearing status, age, payment source, physical characteristics, and needs and preferences of client
Effectively counsels client on use and care of hearing aid(s)
Responds to client report with appropriate action
Administers and reviews information in hearing handicap scale
Performs appropriate real-ear hearing aid verification procedures based upon age and/or client characteristics (RECD, REM/S-REM)
Performs appropriate hearing aid validation measures
Discusses, identifies, and recommends ALDs based upon client characteristics and needs
<b>On-Call Appointments:</b>
Uses time efficiently
Responds to client report with appropriate action
Completes documentation thoroughly and accurately
<b>Outpatient Appointments:</b>
Demonstrates working knowledge of course content
Responds to client questions accurately and thoughtfully
Demonstrates responsiveness to client needs
Provides requested resources and support in a timely fashion
Cerumen Management
<b>G. Documentation</b>
Paperwork is submitted in an orderly and timely manner
Contact sheet is annotated
Reports written with technical accuracy
Reports reflect supervisory feedback

**Standards for Professional Image  
Utah State University  
Speech-Language-Hearing Center**

**GOAL**

To create and present a professional image that helps our clients/patients and customers feel safe, confident, and comfortable when they interact with student clinicians.

**STANDARDS**

**1. Personal Identification**

All clinicians and supervisors are required to wear a name tag when providing clinical services.

**2. Personal Appearance**

Hair styles are to be conservative, clean and neat, and should not inadvertently make contact with clients/patients or customers. Beards and mustaches are to be neatly trimmed. Fingernails are to be conservative, of short to moderate length, and safe and clean for interacting with those around us.

**3. Jewelry**

Student clinicians should select and wear jewelry that does not create a safety hazard or interfere with one's clinical activities. Visible body piercing (including tongue piercing) is not permitted except for piercing of the ears. Ear jewelry should not be excessive (maximum of two conservative earrings per ear).

**4. Clothing Appearance**

Clothing should be clean, pressed and in good repair, without holes, rips, or tears. Clinicians should wear clothing that is appropriate to their clinical setting. Unacceptable clothing is outlined as follows: denim or colored jeans or jeans-cut pants, bib overalls, baseball hats, T-shirts (logos, no collars), sweats, mini-skirts, tight, revealing, or low-cut clothing, midriff shirts or short shirts that expose skin with movement, etc. For health reasons, socks/hosiery should be worn by all clinicians.

**STANDARD INTERPRETATION AND IMPLEMENTATION**

Each student is responsible for complying with this policy. Supervisors are responsible for monitoring and assisting students' compliance with this policy. In addition, students should be aware that internship sites may have additional requirements that students will be expected to comply with when providing services at that facility

(Reference: Intermountain Health Care Standards for Professional Image)

**Academic Freedom and Professional Responsibilities (Faculty Code)**

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities:  
<http://personnel.usu.edu/policies/403.htm>.

### **Academic Integrity - "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

*The Honor Pledge:* To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

### **Grievance Process (Student Code)**

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:  
[http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Article VII. Grievances, pages 25-30).

### **Plagiarism**

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

### **Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for

sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

### **Students with Disabilities**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

