Description of Course

The purpose of this clinical rotation is to foster pediatric audiologic assessment skills as indicated below during a student's second year individual clinical assignment.

Instructor and Contact Information

Preceptor:  Linda Norrix, Ph.D., CCC-A
Location:  Tucson Medical Center
Office:  SLHS, Room 405D (office hours by appointment)
Telephone:  520-621-4720
Contact cell phone:  520-204-5525
Email: norrix@email.arizona.edu

Course Objectives and Expected Learning Outcomes

• To have experience providing audiologic services in a "culturally sensitive” manner within health care delivery system
• To become efficient and accurate with the procedures of the pediatric audiologic evaluation (behavioral methods and electrophysiology).
• To develop family/caregiver counseling skills regarding test results, psychosocial aspects of hearing loss and other auditory dysfunctions, and processes to enhance communication competence.
• To become efficient and proficient at behavior management techniques for children of all chronological and developmental ages.
• To be able to interpret the test battery results using cross-check principles.
• Screen children for age appropriate speech/language skills and refer appropriately for those with delays.
• To become proficient and efficient at writing a report, including interpreting data, summarizing findings, and generating recommendations.
• To be able to educate and advocate for communication needs of all individuals.
• Consult with professionals in related and/or allied service areas (within pediatric therapies and in the community)
• To develop appropriate manner of communicating with non-English speaking families through an interpreter.

Absence and Class Participation Policy

Participating in the clinic is vital to the learning process. As such, attendance is required. As the entire nature of this enrollment is to provide opportunities for clinical experience, attendance is critical. If a student is unable to attend clinic for more than 8 hours (2 half-days) for whatever reason (illness, scheduled travel, etc.), the student’s grade will be reduced by at least 10% (one letter grade). If circumstances warrant it, they may be given an incomplete instead. Students are expected to notify their clinic instructor, by cell phone or email, at least three weeks in advance of any scheduled absence and at least ½ hour prior to the planned clinic start time if an unscheduled absence is needed due to illness or emergency.
• The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop

• The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, http://policy.arizona.edu/human-resources/religious-accommodation-policy.

• Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: https://deanofstudents.arizona.edu/absences

Course Requirements

• Clinic Communications: Means by which communication will be conducted include discussion before, after, and during scheduled clinics, and via email. Additional meetings will be scheduled as needed. If any concerns or issues arise, it is expected that you communicate with your clinical instructor in a timely manner.
• Regular meetings and discussions on D2L will be scheduled throughout the semester. Additional appointments can be scheduled as needed.
• Demonstration of skills: Students must demonstrate competence “at expectations” in each of the skill areas listed.

Grading

• This is a SECOND YEAR ROTATION and grading is on that basis. It is not expected that you will do all clinical activities at the level of 100% performance or that you will exhibit independence in clinic 100% of the time.
• Letter grades are awarded depending upon performance on the skill set provided. You may be graded with a +/- by the preceptor as a more accurate representation of your skill development, but the UA only accepts A, B, C, etc. for official grades.
• There will be no re-grading for this course. There is no official final exam for this course.
• If the student is unable to attend clinic for more than 16 hours (4 half-days) for whatever reason (illness, scheduled travel, etc.), the student will be given an incomplete for the course.
• Semester grades:
  o A = Above expectations Demonstrates core level skills and accurate clinical decisions independently by the end of the semester at least 90% of the time and demonstrates a high level of clinical involvement as exhibited by going beyond the regular clinic appointment to seek information. Performs significantly above the level expected for a student of their “level” in the program in nearly every area.
  o B = At expectations: Demonstrates core level skills and accurate clinical decisions independently by the end of the semester at least 80% of the time.
  o C = Below expectations Demonstrates some core level skills but with prompting by the preceptor and is unable to make independent clinical decisions by the end of the semester.

Skills to Be Acquired: At the completion of this clinic rotation, students are expected to have the following skills:

CLINICAL PREPARATION:
• Check to be sure that all clinic spaces that are to be used are equipped sufficiently.
• Do a listening check on the audiometer/ABR equipment and check the immittance equipment.
• Maintain a clean working environment and clean up clinic when you are finished.
• Review patient notes prior to start of clinic
AUDIOLOGIC EVALUATION SKILLS:

Audiologic Evaluation

- Obtain a pediatric case history appropriately and independently
- Perform otoscopy and determine degree of occlusion, presence of PE tubes, normal vs. abnormal TM and external ear canal with some insight into the nature of common abnormalities
- Complete a pediatric evaluation including OAEs, acoustic immittance, frequency-specific behavioral responses and speech testing in 30 minutes with little guidance
- Perform the role of the test assistant efficiently and with little guidance
- Be comfortable with and efficient at child behavior management
- Review and discuss audiometric test results with a patient’s family and comment on the expected impact on communication ability
- Discuss with patient’s family recommendations and referrals needed and provide them with contact information if appropriate
- Assist family in scheduling audiologic follow-up appointments
- Able to consult with professionals in related and/or allied service areas (within pediatric therapies and in the community)
- Shows appropriate manner of communicating with non-English speaking families through an interpreter
- To be competent in the interpretation of the test battery results using cross-check principles
- Determine if children have age appropriate speech/language skills and able to refer appropriately for those with known or suspected delays
- To be competent in using monitored live voice during pediatric speech testing
- Able to choose, administer, and score developmentally-appropriate speech audiometry tests
- Develop rapport with families during case history and discussion of test results

Electrophysiologic Evaluations

- Perform a threshold ABR evaluation that is accurate and efficient
- Perform a neurodiagnostic ABR that is accurate and efficient
- Competent in the interpretation of the results using cross-check principles
- Have knowledge of the patient journey and be able to counsel the family on next steps when hearing loss is identified.
- Complete appropriate paperwork and referrals for children with newly identified hearing loss

Oral and Written Reporting

- Write chart notes and reports that require few revisions and accurately reflect the case history, test results, impressions and recommendations
- Be able to relate learned knowledge to clinical cases by answering preceptor questions

ASSOCIATED SKILLS:

- Able to manage a clinical appointment
- Demonstrates Critical Thinking
- Asks thought provoking questions of preceptor, generates clinic questions to be explored, and explores those questions
- Makes Independent Decisions
- Timeliness (in preparing for clinic time and in responding to clinical communications)
- Shows Respect and appropriate interactions with patients, staff, peers and professors
- Has integrity in the workplace
- Takes responsibility for patients’ care
- Asks for guidance and support when necessary
**Classroom Behavior Policy**

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.). **It is expected that cellphones be turned off or on vibrate during clinic and that they not be used for personal purposes while conducting patient care.**

**Threatening Behavior Policy**

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See [http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students).

**Accessibility and Accommodations**

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit [http://drc.arizona.edu](http://drc.arizona.edu).

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

**Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: [http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity](http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity).

**UA Nondiscrimination and Anti-harassment Policy**

The University is committed to creating and maintaining an environment free of discrimination; see [http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy).

**Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.