SLHS 559 – Rocketship to Clinic Readiness
Room 205; Mondays 2:00-4:00 pm

Description of Course
The purpose of this class is to provide knowledge about clinical audiologic services as well as opportunities to develop these clinical skills under the mentorship of UA Clinical Faculty.

Instructors and Contact Information
Instructor: Linda Norrix, Ph.D., CCC-A
Office Hours: By appointment
Office Location: Room 405D
Office Phone: 621-4720
Email: norrix@email.arizona.edu

Preceptor: Diane Cheek, B.A.
Office Hours: By appointment
Email: descheek@email.arizona.edu

D2L Website: SLHS 559 FA16 001

Course Format
This course format will include lectures, small-group activities, in-class discussions, and web-delivered content and assessments.

Course Objectives and Expected Learning Outcomes
Upon completion of this course, students will be expected to:

1. Understand and practice universal precautions and chemical safety as it relates to a health care facility
2. Clean up and manage the clinical environment in a manner that promotes infection control
3. Use Lytec for patient charting and management
4. Complete appropriate paperwork and tracking procedures for hearing aid/earmold order, repair and check in
5. Perform and interpret results of a hearing screen on adults and children
6. Perform a speech and language screen on adults and children
7. Develop beginning audiological skills

Absence and Class Participation Policy
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at http://catalog.arizona.edu/2015-16/policies/classatten.htm.

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 preapproved by the UA Dean of Students (or dean’s designee) will be honored. See http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02.

This is a graduate career preparation course, and class attendance and participation are
expected. As a professional responsibility, please notify Dr. Norrix and Diane Cheek if you are unable to attend class or clinical assignments. If an unexpected emergency arises during an assigned clinical experience, you are required to contact the preceptor of that clinic to notify her/him of your situation.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

Course Communications
Online communication will be conducted through official UA e-mail and D2L services.

Required Texts or Readings
There are no required textbooks for this course. Class handouts and readings will be made available on D2L as necessary.

Assignments, Quizzes, and Practicum
There are four assignments and three D2L quizzes that are worth 35% of your final grade. Assignment instructions and due dates will be posted on the D2L website.

There will also be a three-part Clinical Practicum/Observation experience that is worth 65% of your final grade.*

1) UA Adult Hearing Clinic: Students will be assigned to a clinical preceptor with whom they will provide audiologic clinical services to patients. This clinical rotation is one half-day per week for the duration of the semester. Time spent outside of this half-day is expected for clinic preparation, report writing, meeting with clinical preceptor, etc.

2) Ocotillo Learning Center: Students assist with hearing screenings for one day at Ocotillo Learning Center, a local preschool, and will complete a self-reflection of the experience.

3) Living Well With Hearing Loss (LWHL): Students will observe three two-hour videotaped sessions of LWHL and will complete a self-reflection of the experience.

*NOTE – If you have an unanticipated schedule conflict with any of the Clinical Practicum/Observation experiences, please arrange to switch with another student and let your clinical preceptor and Dr. Norrix/Diane Cheek know well in advance of the substitution.

Grading Scale and Policies
Knowledge and skills will be assessed through quizzes, assignments, and clinic participation or observation for a total point value of 100. There is no final examination in this course.

<table>
<thead>
<tr>
<th>Graded Assignments/Quizzes</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Lytec Assignment</td>
<td>3</td>
</tr>
<tr>
<td>Bloodborne Pathogen Certification (uploaded to CALIPSO)</td>
<td>5</td>
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<tr>
<td>Fingerprint Clearance Card (uploaded to CALIPSO)</td>
<td>5</td>
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<tr>
<td>Clinic Cheat Sheet Assignment</td>
<td>10</td>
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<tr>
<td>Clinic Handbook Quiz</td>
<td>4</td>
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<tr>
<td>Hearing Screening Quiz</td>
<td>4</td>
</tr>
<tr>
<td>Chemical Safety Quiz</td>
<td>4</td>
</tr>
<tr>
<td>Clinical Practicum: UA Adult Hearing Clinic*</td>
<td>50</td>
</tr>
<tr>
<td>Clinical Practicum: Ocotillo Pre-School</td>
<td>5</td>
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<tr>
<td>Clinical Observation: Living Well with Hearing Loss</td>
<td>10</td>
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<tr>
<td><strong>Total Points:</strong></td>
<td><strong>100</strong></td>
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*NOTE – The UA Hearing Clinic Practicum will be graded by your assigned preceptor. Please see the appendix of the syllabus for clinical practicum grading and expectations. Points awarded for the UA Hearing Clinical Practicum are based on the following scale:

- Above Expectations = 47 points
- At Expectations = 42 points
- Below Expectations = 37 points

Final grades will be based upon a percentage of the total points, i.e., 90-100% = A; 80-89% = B; 70-79% = C, etc.). Assignments/projects turned in late will lose 1 point for every day that they are late. There will be no regrading of assignments/projects. D2L quizzes cannot be made up.

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at [http://catalog.arizona.edu/2015-16/policies/grade.htm#I](http://catalog.arizona.edu/2015-16/policies/grade.htm#I) and [http://catalog.arizona.edu/2015-16/policies/grade.htm#W](http://catalog.arizona.edu/2015-16/policies/grade.htm#W), respectively.

### Scheduled Topics/Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Aug 22</td>
<td>Syllabus, Intro to Clinic, Lytec, Hygiene, Clinic Flow</td>
<td>LN/DC</td>
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<tr>
<td>Aug 29</td>
<td>LWHL (2:00-2:15 pm) Where All Things Live Clinic Referrals/Classifications</td>
<td>Chloe Robbins DC</td>
<td>D2L Quiz 1: Clinic Handbook</td>
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<td>Sept 5</td>
<td>No class – Labor Day</td>
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<td>Assignment 1: Lytec</td>
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<tr>
<td>Sept 12</td>
<td>Clinic Matters (2:15-2:30 pm) Alternate Communication-Language Training</td>
<td>Liz Sellers LN/DC</td>
<td>D2L Quiz 2: Hearing Screening</td>
</tr>
<tr>
<td>Sept 19</td>
<td>CALIPSO Hearing Screenings</td>
<td>Dr. Muller LN/DC</td>
<td>Assignment 2: BBP Certification on D2L Learning</td>
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<tr>
<td>Sept 26</td>
<td>Open discussion: Clinic matters (not mandatory)</td>
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<tr>
<td>Oct 3</td>
<td>Chemical safety (2:00-3:00)</td>
<td>Herb Wagner LN/DC</td>
<td>D2L Quiz 3: Chemical safety</td>
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<td>Oct 10</td>
<td>Report writing</td>
<td>LN/DC</td>
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<tr>
<td>Oct 17</td>
<td>No Class</td>
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<td>Assignment 3: Fingerprint Clearance Card uploaded in CALIPSO</td>
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<tr>
<td>Oct 24</td>
<td>Open discussion: Clinic matters (not mandatory)</td>
<td>LN/DC</td>
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<td>Oct 31</td>
<td>No Class</td>
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<td>Nov 7</td>
<td>No Class</td>
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<td>Nov 14</td>
<td>No Class</td>
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<tr>
<td>Nov 21</td>
<td>Speech screenings (2:00-3:00 pm)</td>
<td>Cass Faux</td>
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<td>Nov 28</td>
<td>No Class</td>
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<tr>
<td>Dec 5</td>
<td>No Class</td>
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<td>Assignment 4: Clinic Cheat Sheet</td>
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### 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.).
Students are asked to refrain from disruptive conversations with people sitting around them during lecture or class activities. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

**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 Dr. Norrix 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 Dr. Norrix by appointment to accommodations and how the course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

**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).

The University Libraries have some excellent tips for avoiding plagiarism, available at [http://www.library.arizona.edu/help/tutorials/plagiarism/index.html](http://www.library.arizona.edu/help/tutorials/plagiarism/index.html).

*Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent.* Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

**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).

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.
Additional Resources for Students
UA Academic policies and procedures are available at http://catalog.arizona.edu/2015-16/policies/aaindex.html.

Student Assistance and Advocacy information is available at http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

Confidentiality of Student Records
http://www.registrar.arizona.edu/ferpa/default.htm

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.

ASHA Standards Covered in This Class
A20. Health care and educational delivery systems
A21. Universal precautions and infectious/contagious diseases
B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs
B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures
B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures
C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems
C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning
C4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral
C5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function
C9. Evaluating functional use of hearing
D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication
APPENDIX

Adult Hearing Clinic Expectations - First Rotation
Adult Hearing Assessment and Hearing Instruments

Clinical Instructors:

<table>
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<tr>
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<tbody>
<tr>
<td>Office: SLHS Room 405E</td>
<td>Office: SLHS Room 434</td>
<td>Office: SLHS Room 207B</td>
</tr>
<tr>
<td>(office hours by appointment)</td>
<td>(office hours by appointment)</td>
<td>(office hours by appointment)</td>
</tr>
<tr>
<td>Office phone: 520-626-3080</td>
<td>Office phone: 520-626-5623</td>
<td>Office phone: 520-626-9160</td>
</tr>
<tr>
<td><a href="mailto:fadyehb@email.arizona.edu">fadyehb@email.arizona.edu</a></td>
<td><a href="mailto:ehansen2@email.arizona.edu">ehansen2@email.arizona.edu</a></td>
<td><a href="mailto:annw16@email.arizona.edu">annw16@email.arizona.edu</a></td>
</tr>
</tbody>
</table>

Description of Rotation: The purpose of the clinical rotation is to foster basic audiologic assessment and amplification skills as indicated below during a student’s first on-campus adult clinical assignment.

Rotation Objectives and Expected Learning Outcomes:
- To establish and maintain responsibility for basic clinic set ups for standard clinical procedures
- To demonstrate preparedness for appointments and completion of patient follow up in a timely manner
- To be professional with clients, co-workers, preceptors, staff and outside agencies
- To become familiar with the procedures of the basic audiologic evaluation and how to communicate the results to patients, significant others, and outside agencies orally and in writing.
- To become familiar with the basic elements of hearing aid selection. Emphasis will be on the physical characteristics of hearing aids and earmolds along with an understanding of patient-centered hearing aid selection.
- To become familiar with various methods of hearing instrument verification and validation.
- To become familiar with various methods of hearing instrument fine tuning, modification and repair.
- To become familiar with hearing assistive technologies (HAT).
- To become familiar with basic principles of audiologic rehabilitation as applied in individual clinic appointments.

Absence and Clinic 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 at least three weeks in advance of any scheduled absence and prior to 8:00 A.M. by email or cell phone regarding any unscheduled absence due to illness or emergency.

* All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.
* Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

Course Requirements:
* Clinic Communications: Means by which communication will be conducted include discussion before, after, and during scheduled clinic, 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.
* Demonstration of skills: Students must demonstrate competence “at expectations” in each of the skill areas listed.
* Report timeliness: Lytec notes should be completed prior to leaving clinic for the day.
* CALIPSO evaluations must be completed at the end of the semester.

**Grading**
- This is a FIRST 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. These are emerging skills.
- You will be graded using the **CALIPSO grading system** which will be discussed at the beginning of the rotation and reviewed with you at the midterm and end of the semester.
- You will have regular meetings with your preceptor but may set up additional appointments as needed.
- 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 8 hours (2 half-days) for whatever reason (illness, scheduled travel, etc.), the student will be given an incomplete for the course.

**Semester grades:**
- **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.
- **B = At expectations**: Demonstrates core level skills and accurate clinical decisions independently by the end of the semester at least 80% of the time.
- **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 be able to:

**CLINICAL PREPARATION:**
- Review the Lytec schedule and read the chart notes for the patients to be seen at least 4 business days (preferably 1 week) prior to clinic and again the day before clinic in case of changes. For existing patients – review the hardcopy chart as well.
- Note WHY the patient is being seen, and be prepared to answer the preceptor’s questions about the appointment or to know where to find the information (e.g., When was the patient seen last? What kind of hearing aids does the patient have?).
- If the appointment involves instruments such as hearing aids or earmolds, be sure that the items are in the hearing aid workroom and ready for the patient visit.
- All clinic spaces should be stocked and straightened.
- Do a listening check on the audiometer and check the immittance equipment (*contra probe).
- Maintain a clean working environment and clean up the clinic when you are finished.

**AUDIOLOGIC EVALUATION SKILLS:**

**Audiologic Evaluation**
- Obtain an adult case history with some assistance from preceptor.
- Perform otoscopy and determine degree of occlusion, normal vs. abnormal eardrum and external ear canal.
- Complete a basic audiologic evaluation including pure tone air and bone conduction testing, SRT, word recognition, and Quick-SIN (45 minutes)
- Know WHEN masking is indicated for all types of testing
- Be able to use the Hood Masking procedures in most situations
- Complete immittance and acoustic reflex testing in less than 20 minutes, recording the results appropriately.
- Discuss audiometric test results with a patient and comment on the expected impact on communication ability.
- Discuss communication strategies as needed

**HEARING AID AND ALD SKILLS:**
**Hearing Aid and Earmold Selection**
- Discuss with preceptor issues such as appropriate hearing aid style and options
- Know how to perform hearing needs assessment in order to establish listening goals

**Hearing Aid Fitting and Verification**
- Complete ANSI testing, linear and compression, with explanation of each result and ability to judge if the hearing aid is within specifications.
- Complete Hearing aid preparation, “pre-fit” hearing aid, and have basic understanding of how to navigate the hearing aid programming software.
- Complete real ear (procedure): Tube insertion, hearing aid insertion with tube, completing test and making appropriate gain adjustments

**Hearing Aid Orientation**
Perform hearing aid orientation with little preceptor assistance, including:
- Parts of hearing aid
- Use of hearing aid
- Care of hearing aid
- Insertion and removal
- Counseling re: realistic expectations and acclimatization.

**Troubleshooting:**
- Listening check procedure
- Change tubing
- Clean hearing aid
- Identify occluded sound channel

**Validation and Closure (End of Trial)**
- Become comfortable with use of at least one outcome measure.

**Communication**
- Write chart notes and reports that require only moderate modification.
- Complete CFR (Chart notes, Face sheet update, and Recall appointment) for each patient.
- Begin to develop the ability to speak in a manner that is conducive to communicating with hearing impaired individuals.

**Associated Skills**
- Ability to manage a clinical appointment
- Critical Thinking
- Independent Decision Making
- Timeliness (in preparing for clinic time and in responding to clinical communications)
- Appropriate dress and demeanor
• Respectful and appropriate interactions with patients, staff, peers and professors
• Integrity in the workplace
• Taking responsibility for your patients’ care