Part 1: Course Information

Professor Information
Professor: Dr. Brittan A. Barker
Office: 152 ECERC
Office Telephone: 435.797.0434
E-mail: brittan.barker@usu.edu *preferred method of contact

Class Meeting Time + Location
Wednesday 9:00 am – 10:40 am in 162 ECERC

Course Description
This graduate-level course focuses on the topic of clinical audiology. Specifically, in this course you will learn 1) about the development and application of standard diagnostic audiology procedures and 2) how to administer and interpret standard audiometric tests. This class will take the form of both lecture and open discussion. During discussion we will discuss clinical cases, research, and the state of audiology from a number of perspectives.

Please note that Advanced Audiology is listed as a 2-credit course. Students enrolled in this class should plan to spend approximately 2 hours of class preparation for each credit hour they are registered for. Thus, out-of-class preparation time should total ~4 hours per week for this class.

Learning Objectives
This course should enable graduate-level students to develop and foster their analytical reading, oral arguments, discussion skills, critical thinking, and creative problem solving within the specialty field of clinical audiology. These skills should allow for students to implement evidence-based diagnostic procedures for individuals seeking hearing healthcare. Furthermore, these skills should bolster students’ abilities to collectively determine the needs of people diagnosed with hearing loss and ultimately employ appropriate aural rehabilitation for each client and their family.

Knowledge + Skills Assessment (KASA)
In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus (by examination, paper, presentation, project, etc.). In order to be competent, you must achieve a level of 80% or better on each KASA item. These KASA competencies apply specifically to students in the doctor of audiology program. If the student does not attain this level in this course, they will be provided with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as defined by the department's audiology division. For students failing to attain
the set criteria on a required competency assessment, the department head is not able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA.

**KASA Competencies For COMD 7380**

1. **Standard IV-A: Foundations of practice**
   - A1: Know the anatomy and physiology of the auditory system
   - A9: Know the patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services
   - A12: Know the principles, methods, and applications of psychoacoustics
   - A15: Know what hearing assistive technology is
   - A16: Know the effects of cultural diversity and family systems on professional practice
   - A18: Understand the principles and practices of research, including experimental design, statistical methods, and application to clinical populations
   - A22: Understand the role/value of oral and written forms of communication
   - A24: Understand the use of instrumentation according to manufacturer's specifications and recommendations
   - A26: Understand and implement the principles and applications of counseling

2. **Standard IV-B: Prevention and identification**
   - B1: Know how to implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems

3. **Standard IV-C: Assessment**
   - C2: Know how to assess individuals with suspected disorders of hearing, communication, balance, and related systems
   - C3: Know how to evaluate information from appropriate sources and obtaining a case history to facilitate assessment planning
   - C4: Know how to perform otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral
   - C5: Know how to conduct and interpret behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function
   - C7: Know how to conduct and interpret otoacoustic emissions and acoustic immittance (reflexes)
   - C9: Know how to evaluate the functional use of hearing
   - C11: Know when and how to refer clients to other professions, agencies, and/or consumer organizations

4. **Standard IV-D: Intervention**
   - D1: Know the provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication
   - D7: Know how to evaluate of the efficacy of intervention (treatment) services

5. **Standard IV-F: Education, Research, and Administration**
   - F1: Measure functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audioligic services
   - F2: Apply research findings in the provision of patient care (evidence-based practice)
   - F3: Critically evaluate and appropriately implement new techniques and technologies supported by research-based evidence
<table>
<thead>
<tr>
<th>learning objective</th>
<th>KASA competencies</th>
<th>By the end of the course, students will be able to...</th>
<th>learner outcome measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>gain factual knowledge about audiology</td>
<td>A1, A9, A12, A15, A24, C2, C9, D1</td>
<td>describe the scope of practice in audiology label the anatomy of the ear and explain its functions identify the characteristics hearing loss define hearing assistive technology and identify exemplars recognize common hearing disorders based on case history and test results describe potential communication deficits based on audiological test results identify audiological assessment instruments and explain their functions</td>
<td>class discussion labs resource presentation exams</td>
</tr>
<tr>
<td>develop specific skills, competencies and points of view needed by clinical audiologists</td>
<td>A16, A22, A26, B1; C3, C4, C5, C7, C11, F1</td>
<td>perform basic otoscopic examinations establish rapport with the clients and obtain appropriate case history for the purpose of assessment and rehabilitation perform appropriate pure-tone and speech audiometry procedures with clients perform appropriate immittance tests with clients interpret and document results (type of HL, degree of HL, and shape of HL) from the audiometric test battery determine the interventions that would most benefit adults who are deaf and/or hard-of-hearing understand the ramifications of patient age, physical/mental challenge, cultural diversity, on assessment procedures and interventions use appropriate counseling techniques to facilitate an understanding of auditory disorders generate recommendations and referrals resulting from the evaluation process effectively communicate results and recommendations orally and in writing to the patient and other appropriate individuals</td>
<td>class discussion labs resource presentation exams</td>
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<tr>
<td>learn how to find and use resources for answering questions or solving problems</td>
<td>A18, D7, F2, F3</td>
<td>read and comprehend peer-reviewed research within the field of audiology. explain and connect ideas from audiology research as they relate to individual patient diagnosis and intervention. make informed choices regarding audiological services for adults who are deaf and/or hard-of-hearing based on reasoned argument.</td>
<td>class discussion labs resource presentation</td>
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</table>

**Textbook + Course Materials**

**Required Text**


**Required Audiometer Simulation Software**


Readings
Readings for the course will be provided on Canvas as PDFs. Additional readings will be added to the syllabus as the course continues throughout the semester. These readings are intended for personal, educational use within this class ONLY and are identified with an * on the syllabus.


**Canvas**

This course will utilize the *Canvas* software package. Students can logon via [http://canvas.usu.edu](http://canvas.usu.edu) where *username* is the student’s A#, and the *password* is the student’s global password (the same one used for Banner or Aggiemail). If a student is not familiar with *Canvas* or needs password help, contact the *IT Service Desk*.

*Canvas* will be used to post important announcements, video/audio clips, assignments, grading rubrics, grades, and slides used during any lectures. (Please know that the presentation slides are simply outlines of the information presented during a lecture; they are not intended to substitute for coming to class, and will not contain all the information from lecture you are expected to learn. It is not required that students download or print out the slide handouts; the slides are made available should students find them helpful in learning and integrating the course material.)

**Course Structure**

This class is a face-to-face class that will take the form of discussion in addition to in- and out-of-class activities. Some lectures will be used to deliver basic, introductory information to the class. Students are responsible for readings and assignments outside of the weekly class meeting times; they occur throughout the semester.
<table>
<thead>
<tr>
<th>Week</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Student Action</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>introduction to class + the field of audiology</td>
<td>Ch. 1 + ASHA (2004)*</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>overview of diagnostic procedures</td>
<td>Ch. 4; ASHA (1990)*</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>anatomy + physiology review</td>
<td>Ch. 2</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>basic disorders of the auditory system</td>
<td>Ch. 6</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>measurement principles + nomenclature review</td>
<td>Ch. 3; Dadson &amp; King*</td>
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<tr>
<td>Week 6</td>
<td>case history + patient counseling</td>
<td>Erdman*; Grenness et al*; Kurtzer-White &amp; Luterman*</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>MIDTERM EXAM</td>
<td>complete 100-minute, online exam</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>pure-tone tests</td>
<td>Ch. 5; ASHA (2005)<em>; Barry</em>; Burk &amp; Wiley*; DiGiovanni &amp; Repka*; Studebaker (a)*</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>clinical masking</td>
<td>Ch. 9; Chaiklin*; Sanders &amp; Rintelmann*; Studebaker (b)*</td>
<td></td>
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<tr>
<td>Week 10</td>
<td>acoustic immittance</td>
<td>Ch. 7; BSA*; Schow et al*</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>speech audiometry</td>
<td>Ch. 8; ASHA (1988)<em>; Carhart</em>; Carney &amp; Schlauch*; Guthrie &amp; Mackersie*; Miller et al*; Wilson et al*; Yacullo*</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>test interpretation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>NO CLASS ~ Thanksgiving Holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>audiological evaluation of special populations</td>
<td>Ch. 12; Johnson*; Kricos*</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>catch up + tie up</td>
<td>Barnett*</td>
<td></td>
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<tr>
<td></td>
<td>FINAL EXAM</td>
<td>complete 120-minute, online exam</td>
<td></td>
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</table>

*This schedule should be viewed as a tentative outline subject to reasonable adjustment*
Part 4: Grading Policy

Course Requirements + Grading

1) **Discussion and class participation are worth 15% of the final class grade.** A student’s participation grade will be based on the student’s role in class. This includes: preparing assigned readings in advance of class; thoughtfully engaging in discussion in class; and providing peer feedback when appropriate.

2) **Lab assignments are worth 20% of the final class grade.** Students will independently complete 4 labs in the series. The collection of labs will be due via Canvas. More details regarding the labs will be provided during class.

3) **Audiological resource presentation is worth 30% of the final class grade.** Each student will be required to give an evidence-based, 10-minute presentation demonstrating a particular audiological assessment strategy (e.g., otoacoustic emissions screening) or the use of a particular outcome measure used in audiology (e.g., Functional Listening Evaluation, SIFTER teacher rating scale). Each student will develop a handout for the class to accompany the presentation. The presentations will take place during class throughout the semester. Each student will complete their presentation independently. The class will attend all of the presentations. Presentations will occur throughout the semester during the class period and be graded in accordance with the rubric provided in Canvas. Students will sign up for a presentation time on the first day of class. Topics, guidelines, & scheduling will be discussed in class.

4) **Two exams are worth a total of 35% of the final class grade.** There will be one midterm examination (15% of the final class grade) and final examination (20% of the final class grade), each completed online via Canvas. The exams will focus on the student interpreting the audiological results for 1 to 3 case study scenarios. A high level of familiarity with the assessments involved and with the readings/class notes will be crucial. Students are allowed to use their notes and readings to complete the exams, but students must complete the exams independently.

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make up assignments or late work accepted without a serious and compelling reason and Dr. Barker’s approval. If work is turned in after 9:10 AM on the day that it is due, the work is considered late. Students are always free to turn in work early, but late work loses a letter grade for each day it is late.

Viewing Grades on Canvas

Points students receive for graded activities will be posted to the Canvas grade book. Dr. Barker will update the online grades each time a grading session has been complete—typically 1-2 days following the completion of an activity.
Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>achievement that is outstanding relative to the level necessary to meet course requirements</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>achievement that meets course requirements in every aspect</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>achievement that is worthy of credit even though it fails to meet fully the course requirements</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>61-63%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-60%</td>
<td>represents failure (or no credit) and signifies that the work was either 1) completed but at a level of achievement that is not worthy of credit or 2) was not completed and there was no agreement between the instructor and the student that the student would be awarded and I.</td>
</tr>
<tr>
<td>I</td>
<td>incomplete</td>
<td>assigned at the discretion of the instructor in accordance with the rules of the of College of Education + Human Services.</td>
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Important note: Dr. Barker does not “grade on a curve”. Dr. Barker will grade each student’s performance in terms of the percentage of a possible score; the letter grades assigned to those percentages are listed above. She reserves the right to grade more generously than these standards, but promises that she will not be tougher than what is listed. Dr. Barker does not negotiate final grades. The grade the student scored is the grade the student earned.

University + Course Policies

Academic Freedom and Professional Responsibilities

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 (links to an external site) further defines academic freedom and professional responsibilities.

Attend Class

Although attendance is not mandatory, students are expected to attend all class sessions as listed on the course syllabus. Failure to attend class regularly is likely to impair the student’s success on exams and assignments as well as their future as a clinician.

Digital Etiquette

As future audiologists, it is imperative for you to display exemplary pragmatics skills. This includes attentive listening and contingent responding. Therefore, cell phone use and/or instant messaging during class time is strictly prohibited. You will be asked to leave if you are observed engaging in said disrespectful behaviors.
Furthermore, research shows that using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class.

**Sensitive + Professional Language**

As future audiologists, you must make every effort to acknowledge individuals who happen to have communication challenges. As such, it is required that in writing and in verbal exchanges you use PERSON CENTERED LANGUAGE when possible (e.g., “What language do you use to describe yourself?” “I’m deaf” “Cool. Should I use that language to describe you too?” “Yes, please!”). You should use PERSON FIRST LANGUAGE in circumstances when person centered language is not possible (e.g., person with hearing loss; a child who is deaf). It is also required that you adopt a social-perspective of disability and refer to individuals who have an impaired ability to hear as a person with hearing loss (i.e. not hearing impairment).

**Build Rapport**

If the student finds that they have any trouble keeping up with assignments or other aspects of the course, make sure to let Dr. Barker know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective student and clinician. The student should make sure that they are proactive in informing Dr. Barker when difficulties arise during the semester so that she can help the student find a solution.

**Understand When You May Drop This Course**

It is the student’s responsibility to understand when they need to consider disenrolling from a course. Refer to USU’s Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course.

In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

**Inform Dr. Barker of Any Accommodations Needed**

If anyone has special needs or disabilities, please contact the Disability Resource Center (DRC). Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the DRC. Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content (e.g., braille, large print, digital, or audio) are available with advanced notice.

Disability Resource Center (DRC) is located in Room 101 of the University Inn; their phone number is 435-797-2444
Disability related resources for current students:

- DRC Student Handbook (Links to an external site.)
- Deaf and Hard of Hearing Student Handbook (Links to an external site.)
- Disability Related Scholarships (Links to an external site.)
- Campus Resources (Links to an external site.)
- Documentation Guidelines (Links to an external site.)
- Online Resources for Students with Disabilities (Links to an external site.)

Food and Housing Insecurity

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Krystin Deschamps in the Student Affairs Office for support. Furthermore, please notify Dr. Barker if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Additionally, know that USU’s Student Nutrition Access Center (SNAC) offers the following items for free to USU students with ID:

- Canned and boxed food donated by the Cache Community Food Pantry
- Recovered bread, bagels, pastries, yogurt parfaits, hummus cups, donuts donated by USU Dining Services
- Fresh vegetables from the USU Student Organic Farm and the Utah Conservation Corps

SNAC is located in TSC 333, just down the hallway of USUSA officer offices, turn left at classroom 335.

Grievance Process

If you have a complaint or concern regarding this course, please speak with Dr. Barker first. If your complaint cannot be handled by Dr. Barker, please speak with the Division Chair of Audiology/Interim Department Head, Dr. Karen Muñoz. Dr. Muñoz can be easily reached via email at karen.munoz@usu.edu

If problems appear irresolvable following these procedures, please file a grievance through the channels and procedures described in the Student Code: Article VII. Grievances (links to an external site).

Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct (Links to an external site.)
- Student Code (Links to an external site.)
- Academic Integrity
- USU Selected Academic Policies and Procedures (Links to an external site.)
- USU Academic Policies and Procedures (Links to an external site.)
- Academic Freedom and Professional Responsibility Policy (Links to an external site.)
Commit to Integrity

Students in this course (and at this university) are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in their behavior in and out of the classroom.

Don’t cheat—it’s dumb, unethical, and illegal! It is important for the student to know that engaging in academic fraud, dishonesty, and cheating on academic work is unacceptable in any form. Engaging in such behaviors can result in expulsion from the University. The University’s Student Code states academic dishonesty includes, but is not limited to: copying someone else's work, copying-and-pasting from the internet without properly citing your source, submitting the same paper in more than one course without prior approval from the instructor, failing to work independently on assignments when an instructor has designated that the task be done “individually”, or using instant-messaging during an exam. Know that Dr. Barker does NOT approve of the use of test banks, old tests, or old assignments. If you access and/or use old assignments from previous enrollees of COMD 7380, such behavior will be considered academic dishonesty and treated as such.

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 (links to an external site.): 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.

Important Note: Please know that Dr. Barker does not tolerate academic dishonesty and she upholds USU's policies. As a faculty member it is her responsibility to inform the Office of Student Conduct of anyone suspected of academic dishonesty. Thus if Dr. Barker suspects academic dishonesty, she will report that student without question.

Course policies are subject to change. It is the student’s responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be announced in class and posted in Canvas.
Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

Student Services: [http://www.usu.edu/student-services/](http://www.usu.edu/student-services/) (Links to an external site.), 435.797.1712, studentservices@usu.edu, TSC 220

Student Advocates: [http://www.usu.edu/ususa/legal/](http://www.usu.edu/ususa/legal/) (Links to an external site.), 435.797.2912, TSC 340,

Access and Diversity: [http://www.usu.edu/access-center/](http://www.usu.edu/access-center/) (Links to an external site.), 435.797.1728, access@usu.edu, TSC 315

Multicultural Programs: [http://www.usu.edu/access-center/multiculture/](http://www.usu.edu/access-center/multiculture/) (Links to an external site.), 435-797-1728, TSC 315

LGBTQIA Programs: [http://www.usu.edu/access-center/lgbtqa/](http://www.usu.edu/access-center/lgbtqa/) (Links to an external site.), 435-797-GAYS, TSC 314

Provost's Office Diversity Resources: [http://www.usu.edu/provost/faculty/diversity/](http://www.usu.edu/provost/faculty/diversity/) (Links to an external site.), (435) 797-8176

You can learn about your student rights by visiting:


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 (435) 797-1266.

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e. in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.