

USU Department of Communicative Disorders and Deaf Education  
COMD 7200/7300/7400/7800  
Clinic as assigned

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Office Hours:  
Tues 9:00-4:00

### **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.

ComD 7800 Clinical Externship in Audiology: Twelve-month full-time clinical practicum experience in one or more off-campus clinical sites.

### **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 and 7300 and for an off campus site for 7400 and 7800. Unless informed otherwise, sign up for the following credits:

7200: 1 credit

7300: 1 credit

7400: 2 credits

7800: 8 credits

### **COURSE REQUIREMENTS**

Attendance to on and off campus clinic 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.

**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.

### **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. This is accomplished at USU through the Calipso system.
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.**

**Instruction in *prevention and identification* of auditory and vestibular disorders must include opportunities for students to acquire the knowledge and skills necessary to:**

- interact effectively with patients, families, other appropriate individuals, and professionals
- prevent the onset and minimize the development of communication disorders
- identify individuals at risk for hearing impairment
- apply the principles of evidence-based practice
- screen individuals for hearing impairment and activity limitation or participation restriction using clinically appropriate and culturally sensitive screening measures
- screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures
- administer conservation programs designed to reduce the effects of noise exposure and of agents that are toxic to the auditory and vestibular systems

**Instruction in the *evaluation* of individuals with suspected disorders of auditory, balance, communication, and related systems must include opportunities for students to acquire the knowledge and skills necessary to:**

- interact effectively with patients, families, professionals, and others, as appropriate
- evaluate information from appropriate sources to facilitate assessment planning
- obtain a case history
- perform an otoscopic examination
- remove cerumen, when appropriate
- administer clinically appropriate and culturally sensitive assessment measures
- perform audiologic assessment using physiological, psychophysical, and self-assessment measures
- perform electrodiagnostic test procedures
- perform balance system assessment and determine the need for balance rehabilitation
- perform assessment for rehabilitation
- document evaluation procedures and results
- interpret results of the evaluation to establish type and severity of disorder

- apply the principles of evidence-based practice
- generate recommendations and referrals resulting from the evaluation process
- provide counseling to facilitate understanding of the auditory or balance disorder
- maintain records in a manner consistent with legal and professional standards
- communicate results and recommendations orally and in writing to the patient and other appropriate individual(s)
- use instrumentation according to manufacturer's specifications and recommendations
- determine whether instrumentation is in calibration according to accepted standards

**Instruction in *treatment* of individuals with auditory, balance, and related communication disorders must include opportunities for students to acquire the knowledge and skills necessary to:**

- interact effectively with patients, families, professionals, and other appropriate individuals
- develop and implement treatment plans using appropriate data
- discuss prognosis and treatment options with appropriate individuals
- counsel patients, families, and other appropriate individuals
- develop culturally sensitive and age-appropriate management strategies
- collaborate with other service providers in case coordination
- conduct self-evaluation of effectiveness of practice
- perform hearing aid, assistive listening device, and sensory aid assessment
- recommend, dispense, and service prosthetic and assistive devices
- provide hearing aid, assistive listening device, and sensory aid orientation
- conduct audiologic rehabilitation
- monitor and summarize treatment progress and outcomes
- assess efficacy of interventions for auditory and balance disorders
- apply the principles of evidence-based practice
- establish treatment admission and discharge criteria
- serve as an advocate for patients, families, and other appropriate individuals
- document treatment procedures and results
- maintain records in a manner consistent with legal and professional standards
- communicate results, recommendations, and progress to appropriate individual(s)
- use instrumentation according to manufacturer's specifications and recommendations
- determine whether instrumentation is in calibration according to accepted standards

## **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."