



# Advanced Clinical Audiology/SPAU 3341

## Course Syllabus

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### Course Information

Course Number/Section	SPAU 3341
Course Title	Advanced Clinical Audiology
Section	001
Term	Spring 2013
Days & Times	Fridays 9:00 – 11:45 pm
Location	Callier Dallas – Please look at Course Look-up for Room Number

### Professor Contact Information

Professor	J.L Clark 214-905-3031 <a href="mailto:jclark@utdallas.edu">jclark@utdallas.edu</a> Office- Callier Dallas J217	
Teaching Assistant	Perla Rosales <a href="mailto:pxr120430@utdallas.edu">pxr120430@utdallas.edu</a>	Annie Cardella <a href="mailto:cardella@utdallas.edu">cardella@utdallas.edu</a> Office Callier Dallas A118 or J201
Office Hours	Wednesday, by appointment	

### Course Pre-requisites, Co-requisites, and/or Other Restrictions

None

### Course Description

Instrumentation and calibration standards for audiology practice. The development and application of standard diagnostic audiology procedures. Administration and interpretation of standard audiometric tests. This course has been designed to ensure that students demonstrate required knowledge and skill as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Audiology. The specific standards addressed in this class are:

### Student Learning Objectives/Outcomes (note: ASHA guideline in parenthesis)

After completing this course, students should be able to:

- 1) Complete pure-tone audiograms on volunteer subjects (Standard IV- B2, B14, C1, C2, C3, C4, D1, D3, D4, D6, D7)
- 2) Complete audiometric audiograms on a computer simulator (Standard IV- B2, B14, C1, C2, C3, C4, D6, D7)
- 3) Interpret clinical audiograms from cases (Standard IV- B2, B3, B4, B5, B7, B8, B10, B12, B16, C2, C3, C4, D2, D6, D14, D16)
- 4) Interpret tympanograms from cases (Standard IV- B2, B4, B5, B8, B12, B14, B16, C2, C3, D2, D4, D6, D14, D16)
- 5) Identify and describe anatomic sites along the auditory system (Standard IV- B2, B4, B8)
- 6) Interpret impact of pathology on auditory system (Standard IV- B2, B4, B5, B7, B8, B10, B12, B16, C2, C3, D2, D6, D14, D16)
- 7) Describe and apply ethical considerations and professional issues and their impact on assessment and treatment of individuals with hearing deficits. (Standard IV-D4, D5, D6, D7, D8, D12)



## **Advanced Clinical Audiology/SPAU 3341**

### **Required Textbooks and Materials**

#### *Required Texts*

*Audiology* (2009). Steven Kramer. Plural Publishing: San Diego.

*Reserves to be found through UTD – Callier Reserves*

#### *Recommended Texts*

*Elements of Audiology: A Learning Aid with Case Studies.* (2007). Frederick N. Martin & John Greer Clark. Allyn & Bacon: Boston.

*Introduction to Audiology: A Review Manual, 5<sup>th</sup>-9<sup>th</sup> edition.* (2000). Frederick N. Martin & John Greer Clark. Allyn & Bacon: Boston

\*\*Class lecture notes will be posted on UTD eLearning. Please print out the power point handouts prior to class IF you choose to use them to take notes efficiently.

### **ASSIGNMENTS & COURSE CALENDAR**

(These descriptions and timelines are subject to change at the discretion of the instructor.)

- Jan 18** – Overview (Kramer, Chapter 10-11)  
Sound and Measurement (Kramer, Chapter 2)  
Human ear
- Jan 25** – Otoscopy  
Anatomy & Disorders of Outer Ear (Kramer, Chapter 1 pp. 4-9, Chapter 3 pp. 74-75,  
Chapter 8, pp. 256-261)
- Feb 1** – Anatomy & Disorders of and Middle Ear (Kramer, Chapter 1 pp.9-14. Chapter 3 pp. 75-80,  
Chapter 8 pp. 262-268)
- Feb 8** – Anatomy & Disorders of Inner Ear (Kramer, Chapter 1 pp. 15-24, Chapter 3 pp. 81-88,  
Chapter 8 pp.269-275)  
Auditory Nerve & Central Auditory Pathway Pure-tone (Kramer, Chapter 1 pp. 25-31,  
Chapter 3 pp. 88-100, Chapter 8 pp. 276-283)  
REVIEW
- Feb 15** – Exam 1
- Feb 22** – Audiometry/THE AUDIOGRAM (Kramer, Chapter 4 pp. 112-118)  
Tuning Fork Tests/Bone Conduction (Kramer, Chapter 4 pp. 119-122, pp.131-134)
- Mar 1** – Threshold Determination, Hearing Loss (Kramer, Chapter 4 pp. 123-128, Chapter 5 pp.  
138-163)
- Mar 8** – Pediatric Threshold Determination (Kramer, Chapter 4 pp.128-130)  
School Screenings (Roeser & Clark – reserves, Chapter 5); Speech Audiometry (Kramer  
Chapter 6); REVIEW
- Mar 22** – Exam 2
- LAST DAY TO WITHDRAW FROM CLASS (April 1)**
- Mar 29** – Masking (Kramer Chapter 5 pp.163-175; Roeser & Clark - reserves, Chapter 13)



## **Advanced Clinical Audiology/SPAU 3341**

- Apr 5 –** Immittance (Roeser & Clark - Reserves, Chapter 18; Kramer, Chapter 7 pp.212-235) – Otoacoustic Emission, etc. (Kramer, Chapter 7 pp.236-240; Stach – reserves pp.312-324)  
**Receive Clinical Cases**
- Apr 12 –** Electrophysiology (Kramer, Chapter 7 pp. 240-251, Stach – Reserve, pp.292-312);  
**CLINICAL CASE WORKSHEETS DUE**
- Apr 19 –** Hearing Aids and remediation (Kramer, Chapter 9; Musket- reserves, Chapter 11)  
**ALL LABS DUE!!**  
**REVIEW**
- Apr 26 –** Other areas of Audiology (Kramer, Chapter 10): Clinical Case Interpretations  
Videos of Pediatric Tests; Review
- May 3 –** Exam 3 - (NO MAKE-UP!!)

### **Class Projects**

Labs There are 3 types of Lab activities **REQUIRED** for this class. **DUE DATES MAY VARY.** In combination, they will make-up 15% of your class grade.

You are required to complete ALL:

**A.** 2 pure tone audiograms on volunteers **INDEPENDENTLY CONDUCTED** (See Syllabus for DUE DATE) - Two portable screening audiometers are available for overnight check out through Sharon Matthews at Callier Dallas (Audiology Division @ 214.905.3034); OR each sound suite at Callier has a portable screening audiometer inside that are often readily available for one hour at noon; or any audiometer you may have available to you elsewhere. **Blank audiograms** will be found at (<http://www.utdallas.edu/~jclark/audios.htm>) for students to make copies as needed. Remember to use the proper audiometric symbols. That IS part of your grade - **AND IS AN INDEPENDENT ASSIGNMENT!!** MUST NOTE results and interpretations on each audiogram

**B.** 2 audiometric simulations (See Syllabus for DUE DATE) - The simulator is found at Callier Dallas Computer Lab. You and one partner will reserve a 1 hour time spot; a column of specific simulator settings are posted by the simulator in the Callier Computer Center. Sign your names to the first available empty space indicating the simulator settings you are testing. These simulations will require a minimum knowledge of air conduction and using proper audiometric symbols. If you obtain the correct air- and bone conduction thresholds, correctly use masking, use proper symbols you will receive extra credit. Blank audiograms are distributed as described above. Indicate the simulator setting you were assigned on each record. Use the proper audiometric symbols, and note results and interpretations on the audiogram. **THIS IS THE ONLY ASSIGNMENT IN WHICH YOU MAY COMPLETE WITH A PARTNER!!!**

**C.** You will be given 2 complete clinical audiometric case studies, including immittance results. These will be distributed in class, and you must note the results and give an interpretation of each completed study. To be distributed in class and the following week. **THIS IS AN INDEPENDENT ASSIGNMENT!**

**SUBMITTING LAB WORK LATE WILL BE REFLECTED IN THE LAB GRADE**

### **Grading Policy**



## **Advanced Clinical Audiology/SPAU 3341**

Acquired knowledge will be assessed via two exams, one comprehensive exam, interpreting clinical audiological and immittance results, and conducting audiological evaluations. All information will be presented in lectures, readings, and videotapes. Knowledge will be applied and skills demonstrated via class discussion, various labs, and interpretation of clinical case studies.

1. Two exams (each worth 25% of grade) –ALL students **MUST alert Dr. Clark within 24 hours of exam, if you require a make-up.** All make-up exams are essay, with a maximum grade possible of 90%.
2. One comprehensive final (35% of grade) –**NO MAKE-UP EXAM POSSIBLE!**
3. Labs (15% of grade) – See labs above.

### **ASHA Competencies and Standards Addressed In this Course:**

In terms of pending ASHA standards for the Certification of Clinical Competence in Audiology, this course provides information relevant to all or part of the following:

#### **Standard IV-B Foundations of Practice**

- B 2. 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.
- B 3. Educational, vocational, and social and psychological effects of hearing impairment and their impact on the development of a treatment program.
- B 4. Anatomy and physiology, pathophysiology and embryology and development of the auditory and vestibular systems.
- B 5. Normal development of speech and language.
- B 7. Normal processes of speech and language production and perception over the life span.
- B 8. Normal aspects of auditory physiology and behavior over the life span
- B 10. Effects of chemical agents on the auditory and vestibular systems.
- B 12. Infectious/contagious diseases and universal precautions.
- B 14. Physical characteristics and measurement of electric and other nonacoustic stimuli.
- B 16. Medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems.

#### **Standard IV-C Prevention and Identification**

- C 1. Interact effectively with patients, families, other appropriate individuals and professionals.
- C 2. Prevent the onset and minimize the development of communication disorders.
- C 3. Identify individuals at risk for hearing impairment.
- C 4. Screen individuals for hearing impairment and disability/handicap using clinically appropriate and culturally sensitive screening measures.

#### **Standard IV-D Evaluation**

- D 1. Interact effectively with patients, families, other appropriate individuals and professionals.
- D 2. Evaluate information from appropriate sources to facilitate assessment planning
- D 3. Obtain a case history.
- D 4. Perform an otoscopic examination.
- D 5. Determine the need for cerumen removal.
- D 6. Administer clinically appropriate and culturally sensitive assessment measures.
- D 7. Perform audiologic assessment using physiologic, psychophysical and self-assessment measures.
- D 8. Perform electrodiagnostic test procedures.
- D 12. Interpret results of the evaluation to establish type and severity of disorder.



## **Advanced Clinical Audiology/SPAU 3341**

- D 13. Generate recommendations and referrals resulting from the evaluation process.
- D 14. Provide counseling to facilitate understanding of the auditory and balance disorder.
- D 16. Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s).

### **Standard IV-E Treatment**

- E 1. Interact effectively with patients, families, other appropriate individuals and professionals.
- E 2. Develop and implement treatment plan using appropriate data.
- E 3. Discuss prognosis and treatment options with appropriate individuals.
- E 4. Counsel patients, families and other appropriate individuals.
- E 5. Develop culturally sensitive and age-appropriate management strategies.
- E 6. Collaborate with other service providers in case coordination.
- E 14. Serve as an advocate for patients, families, and other appropriate individuals.
- E 16. Maintain records in a manner consistent with legal and professional standards.
- E 17. Communicate results, recommendations and progress to appropriate individual(s).

### **Field Trip Policies**

#### **Off-campus Instruction and Course Activities**

*Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address [http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm). Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.*

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### **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards



## **Advanced Clinical Audiology/SPAU 3341**

of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

### **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

### **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

### **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level,



## **Advanced Clinical Audiology/SPAU 3341**

the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

### **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:  
The University of Texas at Dallas, SU 22  
PO Box 830688  
Richardson, Texas 75083-0688  
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

### **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.



## ***Advanced Clinical Audiology/SPAU 3341***

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

***These descriptions and timelines are subject to change at the discretion of the Professor.***