Instructor: Kelly Jobe, Au.D., CCC-A
Office: 205 J
Office Phone: 936-468-7110

Course Time & Location: Th 9:00-12:00
Cole Audiology Lab HUSR
Office Hours: By Appointment
Credits: 3
Email: jobekd@sfasu.edu

Prerequisites: Admission to undergraduate Pre-Audiology Program

I. Course Description:
Supervised clinical practicum in audiology. This course provides an experience in providing clinical assistance in audiology; review of clinical methods and techniques in audiology; problem solving as it relates to present clients.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course reflects the following core values of the Perkins College of Education:
The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community

This course also supports the mission of the Department of Human Services:
The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Pre-Audiology Program.
The mission of the Pre Doctor of Audiology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with hearing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural diversity, emphasizes the importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.
This course also supports the Core Objectives/Outcomes of the Texas Higher Education Coordinating Board.

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- Communication Skills
  - To include effective development, interpretation, and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility
  - To include the ability to connect choices, actions, and consequences to ethical decision-making
- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

PROGRAM LEARNING OUTCOMES (PLO): This course supports the Pre Doctor of Audiology Program Learning Outcomes (PLO) II, III, and IV. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

I. PROGRAM LEARNING OUTCOME: The student will demonstrate knowledge of major anatomical structures in the auditory process.

II. PROGRAM LEARNING OUTCOME: The student will demonstrate knowledge of physiological processes utilized in communication.

III. PROGRAM LEARNING OUTCOME: The student will recognize and articulate the foundational skills related to hearing impairment.

IV. PROGRAM LEARNING OUTCOME: The student will demonstrate understanding of the process of assessing hearing impairment.

V. PROGRAM LEARNING OUTCOME: The students will analyze, interpret, and synthesize evidence-based procedures in the treatment of hearing impairment.

VI. PROGRAM LEARNING OUTCOME: The students will demonstrate professional writing skills appropriate for clinical management.

STUDENT LEARNING OUTCOMES (SLO): Following successful completion of this course, the student will be able to assist an audiologist with diagnostic testing. Specifically, the student will be able to:

1. define the role of the audiologist’s assistant and the audiologist.
2. recognize the major anatomical structures of the ear.
3. use an otoscope to inspect the external ear canal.
4. recognize which sounds are high and low pitch, and describe the loudness of various sounds.
5. view an audiogram and predict what speech sounds would and would not be heard by the patient, and recognize whether the patient will be able to hear and understand your instructions.
6. recognize the names of the different types of hearing losses.
7. perform pure-tone air-conduction audiometry with direct supervision.
8. recognize test results that require children to have repeated hearing / middle ear screening, and which findings require immediate referral.
9. recognize different types of hearing devices, clean and perform listening check and minor repairs
10. complete hearing aid repair forms and send hearing aids for manufacturer repair.
11. enter patient information on a NOAH system and connect hearing aids to a NOAH platform.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Clinical Assignments
Each student will have a minimum of 3 hours of clinic per week. Failure of the student to be able to accept this minimum assignment because of school or work schedule will result in the student dropping the class and taking it the following semester. The student will be under the direct supervision of a Texas licensed, ASHA certified Au.D. for all assignments/therapy sessions.

Assignments:

1. **Resume (50 Points): DUE November 23**
   Each student will prepare a professional resume with Career Services. Each student will need to create a Jobs4jacks account prior to scheduling a meeting with Career Services to review resume draft. Please note that creating a resume is a lengthy process and must be started at the beginning of the semester in order to comply with meeting times for Career Services. Upon completion and final draft of resume, you will receive a cover letter stating that your resume is complete. You must attach this cover letter on top of final resume in order to receive full credit for this assignment. Failure to complete resume by due date will result in a 25-point deduction.

2. **Clinical Performance Rating (200 pts) DUE DATE FOR COMPLETION IS December 6**
   Each student will receive a clinical performance rating grade completed by the supervising Au.D. Clinical performance rating will be based on the quality of therapy, punctuality, preparedness, relating to parents and client, constructive criticism, professionalism, written paperwork, professionalism through email and phone calls, professional dress, and understanding roles and responsibilities of and assistant within the clinical session. Upon completion of clinical sessions feedback to the assistant will be provided on each session as well as review clinical performance rating at the end of the semester with the student.

   A 89.5-100%
   B 79.5 - 89.4%
   C 69.5 - 79.4%  *Possible Extra Credit:
   D 59.5 - 69.4%  5 pts- online course evaluation completed before the university deadline.
   F 59.4% and below Extra Credit points will be added to total points before average is calculated

V. Tentative Course Outline/ Calendar:

1. Tuesday 8:45-11:45

VI. Readings:

**LiveText:**
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.
VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

In addition to the electronic course evaluation, I welcome your comments, feedback and suggestions throughout the duration of the course.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Attendance Policy for this course:

Attendance in therapy and class is mandatory and is considered “excused” only in cases of family emergency, student illness, or participation in approved university sponsored events. Documentation must be provided within 5 days of the missed class or clinic for the absence to be excused. In such instances, it is the responsibility of the student to provide documentation as soon as possible. If you do not provide documentation, the absence will be considered unexcused. It is your responsibility to notify your graduate clinician and the instructor of the course if you will be absent for a therapy session. One unexcused absence in therapy or class will result in lowering of your final grade 5 points, two unexcused absences in therapy or class will result in failure of the course. Attendance will be taken at 11:00. If you are late to class, notify the instructor after class that you were present but late.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Respect for Diversity
The Pre-Doctor of Audiology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.
Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Prepare for classes by reading chapters assigned and reviewing materials/assessments to be discussed. Lack of preparation will be apparent to the instructor and will be factored in to your Clinical Performance grade.

X. Other Relevant Course Information:

Students must obtain a minimum grade of C in this course to count towards degree requirements.

Communication for this course will be done in class and through D2L. In addition, students may sign up for enrollment in the instructor’s course on REMIND 101 for frequent reminders about the course. Please check D2L often to get announcements, print out handouts, check your grades, etc.

To sign up for the REMINDers for the course, follow the instructions on the attached document.

If you have difficulty accessing D2L, contact Student Support – 498-1919

*COVID-19 Protocols

Health Protocol for Student Clinicians, Staff, and Patients:

- **Personal Protection Equipment**
  - Minimum Standard Health Protocols provided by the State of Texas will be followed:
    - All clinicians and staff will wear masks outside of therapy rooms if unable to maintain 6 feet of social distancing space; a protective face shield will be worn in the therapy rooms.
    - Patients will be highly encouraged to wear face masks while in the Human Services building.

- **Screening Procedures**
  - All student clinicians will be screened before direct patient interaction each day.
All patients/guests will be screened using the following checklist upon entering the Human Services Building.

<table>
<thead>
<tr>
<th>COVID-19 Screening Intake <strong>please check yes if you have had in the past 24 hours new onset of:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjective fever or any temperature 100.0 or higher</td>
</tr>
<tr>
<td>Cough, difficulty breathing</td>
</tr>
<tr>
<td>New loss of taste or smell</td>
</tr>
<tr>
<td>Sore throat, body aches, chills</td>
</tr>
<tr>
<td>Nausea, vomiting, diarrhea, headache</td>
</tr>
<tr>
<td>Non-allergy nasal congestion</td>
</tr>
</tbody>
</table>

Temperature upon arrival:

- Any student clinician, staff, or patient that exhibits new or worsening signs or symptoms of possible COVID-19 will be sent home.
  - They will not be allowed to return to the clinic until:
    - If diagnosed with COVID-19 or displayed symptoms of COVID-19 and not tested for the virus, all three of the following criteria have been met:
      - At least 3 days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications);
      - Improvement in symptoms (e.g., cough, shortness of breath);
      - At least 10 days have passed since symptoms first appeared
    - The individual has obtained medical clearance based on an alternative diagnosis if they want to return to the clinic before completing the above self-isolation period.
    - Individuals with possible exposure to COVID-19 must self-quarantine for 14 consecutive days.
- A logbook of all patients entering the facility will be maintained by the clinic secretary to safeguard protected health information (PHI).

**Health Protocol for the Clinic**

- **Social Distancing**
  - Each patient will be limited to one guest accompanying them to their appointment; the guest must remain with the patient or sit outside the therapy room at all times; waiting rooms will remain closed.
  - Maintain 6 feet of space between patient and clinician except when in therapy rooms; due to the nature of the therapies provided, that radius cannot be guaranteed in the therapy room; however, required PPE (face shields) will be worn.
    - A designated entry and exit into the building and clinic will be enforced to help maintain the 6-foot radius between individuals and flow of traffic.

- **Cleaning and Disinfecting**
  - All therapy rooms and items that come into contact with patients will be disinfected following each appointment.
    - Student clinicians are responsible for sanitizing the space occupied and any items used in their sessions prior to their next session.
    - Disinfectant will be made available to those responsible for cleaning therapy spaces.
  - Hand sanitizing stations will be placed at the entrance to the Human Services building and to the clinic.
  - Visible signage will be placed around the building and clinic to remind everyone of best hygiene practices.