San Diego State University  
School of Speech, Language and Hearing Sciences  
AUD 696: Clinical Precepting in Audiology  
AUD 801: Clinical Practice I  
Summer 2014

Instructors: Carol Branch, Au.D. (AUD 801 & 696)  
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Course Meeting: Tuesdays 5:00-6:30 (AUD 696) in SLH S 149  
Clinical Practicum: (AUD 801) (See schedule from Dr. Georgeson)  
Office Hours: Arranged by appointment with instructors

Course prerequisite:
• Student must have successfully completed the Year 1 and Year 2 clinical practicum with a minimum cumulative clinic practicum GPA of 3.0  
• Student must not currently be on probation or in remediation for clinical skills

Course description:  
This course will cover the basic elements that are necessary to serve as an effective preceptor. As a result of this class, students will be exposed to different learning styles and determine the appropriate teaching styles in order to maximize clinical learning. In addition, students will also be given instruction in providing feedback about clinical progress, grading written assignments, and assigning grades. Students will also be able to identify the need for remediation, and develop effective programs to target deficient skills. Class is composed of two sections, a seminar section and a clinical practicum. Concurrent enrollment in both sections is mandatory.

Attendance policy:  
Attendance is mandatory both in the seminar and in your clinic slot.  
Each absence that is not accompanied by some form of documentation (doctor’s note, accident report, etc.) will be considered an unexcused absence and will result in a one step reduction in the final grade (e.g., from an A- to a B+, etc.) of the appropriate section.
Text and Reader:

Assigned readings for this class are available in a bound reader at Cal Copy under AUD 696.

Both the book and the reader are required for this class

Course Requirements:
As this course is composed of two sections, the requirements are broken up to reflect the content of the different sections. Below are brief descriptions of these requirements.

AUD 801 (Practicum) Requirements:

Reflection Journal (30% of final grade):
For four weeks of the practicum, you will watch the video for your session and complete the reflective journal. Journals will be submitted on a specific thread on the Discussion Board by the following Monday at midnight (e.g., for journals related to the clinic experience in week of June 30th, your journal will be due by July 7th at midnight). The journal template can be found on Blackboard under Course Documents.

Preceptor Review from Instructors (30% of final grade)
You will be receiving a grade from your instructors regarding your skills as a preceptor. It will involve an evaluation of development of your interaction skills, questioning skills, feedback skills, your creation/fostering of a learning environment, teaching strategies, teaching knowledge/skills, etc.

Clinic Review Form (40% of final grade):
You will fill out the clinic review form and assign a “grade” at the end of the semester for the lead student that you are precepting. Pay close attention to the explanations of what the different ratings mean, as you will be expected to provide written documentation in the comments section of the review form as to why you feel that your student is earning that grade in that section. Your completed review form will be due on Blackboard by midnight on July 24th. You will also hold a “mock
conference” where you will present the grade to your instructors as if you were presenting it to your student. Mock conferences will be held the week of July 28th (time slots TBD with your instructors).

AUD 696 (Seminar) Requirements:

**PRE-CLASS READING AND ASSIGNMENT:**

PRIOR to our first class meeting on June 24th, complete the following brief assignment and readings:

*Assignment:* Self Reflective Exercise 1-2, Grasha- Perform the assessment on yourself and bring results to discuss in class

Readings:


Pre/Post Class Questionnaire (10% of final grade):

A questionnaire will be available on blackboard at the first class meeting and again at the end of the term. The questionnaire will be due on Blackboard by Thursday at midnight the week they are assigned for class (see syllabus): pre-questionnaire due June 26; post-questionnaire due July 24. Post to Blackboard by midnight.

Edited Diagnostic Report (20% of final grade)

It will be your responsibility to edit one assigned diagnostic report. The assigned report will be posted on Blackboard and will be due to Blackboard on July 10 at midnight.

SQF: Supervision, Questioning and Feedback Assignment (20% of final grade):
You will develop the concept for a template to be used as a feedback form for the preceptor to use/fill out as part of precepting a clinic session to give to the student. (You will design a basic prototype of the form and you are welcome to try it out yourself, but that is not a requirement for this assignment.) The form should incorporate feedback regarding how the student is performing in terms of levels of questioning they are able to respond to, as well as tie into the clinical competencies listed on the final student evaluation form (“the beast”), and be able to provide meaningful feedback for the student on how they are doing. It should be brief, quick and easy for the preceptor to use while supervising, yet detailed enough to be specific and useful for the student and for assisting the preceptor at evaluation time. On Blackboard, you will find examples of previous feedback forms that have been used in the clinic for different types of appts as a resource. Your template will not necessarily need to resemble those forms - they are just provided as a resource to you. Your form will need to have some way of assessing the student’s status in responding to different levels of questioning and also relate to the specific clinical skills in the clinical evaluation form. You will sign up for one of the appt types—all of the appt types must be chosen; however, due to the class size some of the appt types will have two of you signed up for them. You will be working individually on the assignment.

**Sign up for your appt type by June 26th at midnight on Blackboard (under the Assignments tab for SQF assignment sign ups).**

The assignment will be due on Blackboard on **July 17 at midnight**.

**Participation in Discussion Board (50% of final grade):**

Class sessions will be run seminar style, where we discuss the assigned literature on the Discussion Board, and how it relates to the experiences you have had in clinic, both as a preceptor and as a student. You will be expected to have read all assigned readings for the week PRIOR to posting so that you can effectively participate on the Discussion Board. Each week one or two discussion prompts will be posted for you on the Discussion Board. You will be required to make one main post in reference to the prompt AND respond to a minimum of two other posts, either for a fellow student or one of your preceptors FOR EACH PROMPT. A rubric will be posted on Blackboard that defines how your discussion board posts/participation will be graded. Discussion prompts will be posted on the Monday of the week that the readings are assigned. You will have until Thursday at midnight to make your main post, and until the following
Monday at midnight to complete your other posts to classmates/preceptors. (For example, for readings on “Providing Feedback..” to be read for the week of July 14, the discussion board prompt will be posted on July 7th and your first posting will need to be completed by Thursday July 10th at midnight. To continue the “discussion” with your other (minimum 2) postings to other classmates, you will have until the following Monday at midnight.).

**NOTE:** Late assignments in EITHER section will NOT receive credit for that assignment.

**Remediation:**
In order to meet the criteria for demonstrating competency for the specific ASHA standards (for certification) and as a measure of adequate progress in the program, you must earn a course grade of C+ (78%) or better AND ≥ 78% for each type of assignment. If you obtain a course grade ≤ to 72%, you must repeat the course the next time it is offered. Your progress in the program may also be affected. If you earn 73-77% in the course or less than 78% on any type of assignment (even if your course grade is ≥ 78%), you must exercise one or more of the following remediation options.

**AUD 686:**
- Additional diagnostic report critique
- Additional clinic review/mock conference
- Additional responses to discussion questions from instructors

**AUD 801:**
- Presentation of a topic selected by the instructors
- Additional video critique/reflective journal

Remediation options must be completed within 3 weeks following the end of the class and can only improve your grade to a maximum of 78% (C+). If the remediation option is not satisfactorily completed, you will not satisfy the ASHA certification standards associated with this class, and will be required to meet those competencies in other ways. Any class in which you receive ≤ to C- will require repeating the class and may delay your progress or be subject to disqualification from the program.

**Special Adaptations:** The University has a variety of services to enable you to succeed in your program. If you need additional time for examinations, or other assistance with this class, please see the instructor or directly contact Disabled
Student Services (DSS), which is the campus office responsible for determining and providing required academic accommodations for students with special needs.

**Important note:** The academic schedule, including those listed in the syllabus, cannot be modified to accommodate students’ personal activities (e.g. interviews, vacations etc.). Such modifications are prohibited by the audiology division and university policies. Exceptions may be made in the case of documented student illness or an emergency involving the immediate family (mom, dad, siblings). Please notify the instructor immediately should this occur.

Reasonable accommodations may also be made for religious observances if, by the end of the second week of classes, the student notifies the instructor of the conflict.

In-Class Schedule:

1. **Week of June 24:**
   - Class Meeting: 6/24/14, 5:00-6:30 SLHS 149
   - Intro/Review of Syllabus/Teaching Styles and Learning Styles
   
   **Note:** PRECLASS ASSIGNMENT- complete and bring to class, and complete readings.

   ALSO DUE: Pre Questionnaire due June 26th by midnight on Blackboard, and sign up for SQF topic also due on the 26th by midnight

2. **Week of July 1:**
   - Class Meeting: July 1 Supervision, Questioning and Feedback

   **NOTE:** Reflection Journal Due for clinic experiences from week of June 30th due by July 7th at midnight on Blackboard)

Readings:


3. **Week of July 7:**
   **Class Meeting: July 8**

   **Conflict in Precepting**

   **Readings:**

   **NOTE:** Edited Diagnostic Report Due **by July 10th** at midnight
   **NOTE:** Reflection Journal Due **for clinic experiences from week of July 7th due by July 14th** at midnight on Blackboard)

4. **Week of July 14:**
   **Class Meeting: July 15**

   **Providing Feedback, Counseling Students, Remediation Plans**

   **Readings:**
   5. Menachery, E, Knight, A, Kolodner, K, Wright, S (2006). Physician characteristics associated with proficiency in feedback skills *JGIM 440-
5. Week of July 21:
   Class Meeting: July 22
   Grading & Evaluations

Readings:

NOTE: Reflection Journal Due for clinic experiences from week of July 21nd - due by July 28th at midnight on the discussion board
NOTE: Post Questionnaire due July 24th at midnight on Blackboard
NOTE: Clinic Review Form due July 24th by midnight on Blackboard

6. Week of July 28th: Mock Clinic Conferences (time/dates TBD with your instructors)

**Competencies**
At the end of the semester, based on preceptor evaluations and clinical journals, the student will be able to demonstrate the following competencies with a minimum grade of 83%.
1. Identify and become familiar with the precepting process and procedures (ASHA Standard IV-B19)
2. Interact effectively with patients, families or other appropriate individuals and professionals regarding type and degree of impairment, implications in treatment and prognosis and treatment for speech-language, auditory and vestibular systems (ASHA IV-D1, D16, E1, E6, E14)
3. Evaluate information from appropriate sources, develop a case history, perform otoscopy and determine the need for cerumen removal (ASHA IV-D2, D3, D4, D5)
4. Demonstrate the ability to measure behavioral and physiologic tests of the auditory and vestibular system with appropriate (culturally sensitive and
age-appropriate) assessment measures. (ASHA Standard IV-D6, D9, D17, D18, E5, E18)

5. Document and interpret results of the evaluation to establish type and severity of disorder. Use effective counseling to facilitate understanding of the auditory or balance disorder. (ASHA Standard IV-D11, D12, D14, E4, E17)

6. Determine the different possible outcomes from behavioral and physiological auditory tests and interpret the results. Based on the results generate recommendations. (ASHA Standard IV-D12, 13)

7. Perform hearing aid/assistive listening device/sensory aid assessments. Recommend and dispense and service these devices. Conduct aural rehabilitation. Monitor and summarize treatment progress and outcomes of fitting and aural rehabilitation. (ASHA IV-E7, E8, E9, E10, E11)

8. Assess outcomes and establish admission and discharge criteria for auditory and vestibular disorders (ASHA IV-E12, E13)

9. Describe how to maintain records in a manner consistent with legal and professional standards. (ASHA Standard IV-D15, E16).