San Diego State University
School of Speech, Language and Hearing Sciences
AUD 801/802: Clinical Practice II & Clinical Precepting in Audiology
Summer 2015

Instructors: Carol Branch, Au.D. (AUD 801 & 802)
Erika Zettner, Ph.D.  (AUD 801)
Meghan Spriggs, Au.D. (AUD 801)

Email: cbranch@mail.sdsu.edu
ezettner@ucsd.edu
mspriggs@ucsd.edu

Phone: Dr. Branch: 619-594-5765
Dr. Zettner: 858-697-8057
Dr. Spriggs: 858-697-6729

Course Meeting: Tuesdays 5:00-6:30 (AUD 802) in SLHS 149
Clinical Practicum: (AUD 801) (See schedule)
Office Hours: Dr. Branch: Mondays 12:00-1:00, Wednesdays 10:00-11:00
Drs. Zettner and Spriggs: 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 strategic questioning, 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:
Grasha, A., (2002). Teaching with style. Alliance Publishers, Pittsburg, PA. This text can be found online.

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 students at SDSU: For the four sessions of the clinical practicum, you will watch the video for you and your student’s 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 29th, your journal will be due by July 6th at midnight.

For students at UCSD: For the four sessions of the clinical practicum, you will reflect on you and your student’s session and complete the reflective journal. Journals will be due by the following Monday at midnight after your session/s. For those of you who have 2 sessions in a week, both reflections will be due the following Monday.

The Reflection Journal Template is available in the Course Documents tab on Blackboard.
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, and 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 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 802 (Seminar) Requirements:

**PRE-CLASS READING AND ASSIGNMENT:**
PRIOR to our first class meeting on June 23rd, 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 25; post-questionnaire due July 23. 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 9 at midnight.

The assignment will be due on Blackboard on July 16 at midnight.

Simulated Audio Evaluation Appointment (20% of final grade):
You will create groups of 3 of you—two preceptors with a student to perform a mock audio evaluation. You need to work together to create enough groups so that each of the students has an opportunity to perform a mock audio eval, and you must precept your own student. One preceptor will simulate being a patient, by creating a case which includes a case history and specific audio results. The preceptor will be precepting the student throughout the appointment. When you perform the “patient” role, you can simulate a case by using similar data and history to a case you have had in the past in your own experience, or create something on your own. It should be relatively challenging in terms of testing/differential diagnosis, but keep in mind what would be appropriate for a 1st year student. The case information will not be shared with either the other preceptor or the student, but unfold as the student tests you. The other preceptor will be precepting the student throughout the appointment. You may use immittance data if needed for the differential diagnosis of your patient, and you can provide that to the student at the proper time in the appointment. Be specific in planning out how you plan to respond on the case history. It would be easiest to do the assignment at SDSU, so that you can watch the in-booth monitor as you respond to testing. The student will test you as if you are a real patient, with case history, instructions, explaining results, and making recommendations.
You may be required to be involved in more than one mock audio—as a preceptor for your student, and as a simulated patient. If anyone has to be a patient more than once, you can use the same case. When you are performing the role of preceptor, you will be precepting your student as they perform the audio. You will be responsible for asking various levels of strategic questioning and providing guidance and feedback. In this case, since it is a mock audio, you are free to provide guidance during the appointment (in a way that might be too time consuming or not appropriate if it were a real patient)—if you feel it would benefit your student the most. However, you are required to utilize the SQF strategies in prompting your student, rather than just giving answers straight away.

If you do your evaluation assignment during clinic hours, you must be in clinic appropriate attire.

For this assignment, you will post on Blackboard the following:
1) Your simulated patient information: case history, air/bone and speech results.
2) Respond and submit The Simulated Audio Evaluation Form found on Blackboard under the appropriate tab.

**Due: July 16th 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 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 13th, the discussion board prompt will be posted on July 6th and
your first posting will need to be completed by Thursday July 9th at midnight. To continue the “discussion” with your other (minimum 2) postings to other classmates, you will have until the following Monday (July 13) at midnight.)

**NOTE:** Late assignments in EITHER section AUD 801 or 802) will NOT receive credit for that assignment.

**In-Class Schedule:**

1. **Week 1: Class Meeting: June 23, 2015, 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 25th by midnight on Blackboard

2. **Week 2: Class Meeting: June 30, 2015 Supervision, Questioning and Feedback**

   **NOTE:** Reflection Journal Due for clinic experiences from week of June 29th due by July 6th at midnight on the discussion board

   Readings:
   

3. **Week 3: Class Meeting: July 7 Conflict in Precepting**

   Readings:
   


**NOTE:** Edited Diagnostic Report Due by July 9th at midnight

**NOTE:** Reflection Journal Due for clinic experiences from week of July 6th due by July 13th at midnight on the discussion board

**Week 4: Class Meeting: July 14**

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

**Readings:**


**NOTE:** Reflection Journal for clinic experiences from week of July 13th due on July 20nd at midnight on the discussion board

**NOTE:** Mock Audio Assignment due by midnight on July 16th.

**Week 5: Class Meeting: July 21**

**Grading & Evaluations**

**Readings:**


**NOTE:** Reflection Journal Due for clinic experiences from week of July 20th-due by July 27th at midnight on the discussion board  
**NOTE:** Post Questionnaire due July 23rd at midnight on Blackboard  
**NOTE:** Clinic Review Form due July 23rd by midnight on Blackboard

**Week 6: Week of July 27th:** Mock Clinic Conferences (time/dates TBD with your instructors)

**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 802:**
- 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 student 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.

** 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).