



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE (AuD) SYLLABUS

Semester/Year: Summer 2023	Course: CSAD 630C Audiology Clinic III	Section: 01 02
Meeting Days: Monday-Tuesday	Meeting Times: 1:30pm – 6:30 pm (Mon) 8:00-1:00pm (Tues)	Location: MJRLSHC
Instructor: Kisal Joseph, Au .D.	Email: k.joseph@csus.edu	Phone: 916-278-4675
Office Location: Folsom Hall 188	Office Hours/Appointments: 30-mins prior to or after patient visits for Dr. Joseph. If more time is needed, make an appointment via email.	

#### Catalogue Course Description:

Supervised clinical practice in audiology with an emphasis on developing clinical skills for audiologic evaluations, amplification, and aural rehabilitation.

**Prerequisite(s): Admission to Doctor of Audiology program; CSAD 610, 620C**

**Corequisite(s): 630**

**Term typically offered: Summer only**

#### Hours

~120 hours/semester

#### **Description:**

CSAD 630C: Supervised clinical practice in audiology with an emphasis on developing second-semester clinical skills for the basics of the audiologic evaluation (otoscopy, immittance, pure-tone air- and bone-conduction audiometry, speech audiometry).

<b>Sacramento State Graduate Learning Goals (GLG)</b>	Addressed by this course (Y/N)
<b>Disciplinary knowledge:</b> <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y

<b>Communication:</b> <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
<b>Critical thinking/analysis:</b> <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
<b>Information literacy:</b> <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	Y
<b>Intercultural/Global Perspectives:</b> <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y
<b>Research:</b> <i>Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program</i>	Y

Supervised clinical practice in audiology with an emphasis on developing second-semester clinical skills for the basics of the audiologic evaluation (otoscopy, immittance, pure-tone air- and bone-conduction audiometry, speech audiometry), amplification, aural rehabilitation (group sessions, orientation, counseling) and possibly specialized testing and services such as tinnitus assessment and management, cerumen management, aural rehabilitation & cochlear implant evaluations. This class corresponds with CSAD630.

*The student clinician will be responsible for:*

- a. Reviewing and familiarizing yourselves with the clinic handbook at the beginning of the semester.
- b. Assessing clients' auditory and/or vestibular systems in terms of structure and function.
- c. Arriving on time to clinic (i.e., 30 minutes before scheduled patient appointment).
- d. Prescribing appropriate management and/or treatment methodologies for hearing and/or balance disorders.
- e. Interpreting results of case history, previous evaluations and/or referrals.
- f. Writing pertinent HIPAA compliant information to prepare for appointments. Outline measurable outcomes/clinic goals for every appointment.
- e. First drafts of written reports must be completed in Counsel Ear **within 1 business day**. Please print a copy of the professional report and check the following: student clinician, supervisor, calibration date, patient reliability, transducer, tympanometry type and case history information. Please give the copy of the report to your supervisor once the first draft is completed. Revisions will be discussed at each following meeting. **Two late submissions automatically will drop your final writing area clinical competency grade by one letter grade through reduction of points.**
- f. Meeting with all assigned patients. Once the student clinician has begun the practicum, dropping clinical practicum classes by the student clinician is prohibited except for medical reasons or extraordinary circumstances as approved by the Department.
- g. Evaluating performance midterm and final. Written self-reflections (identifying clinical strengths and areas for improvement) are to be submitted to the assigned clinical instructor.
- h. Meeting with the assigned Clinical Instructor on a once weekly basis is mandatory. The clinical instructor will be available to at other times also, but the weekly meeting should center on specific questions/concerns you have about assigned clients. Prepare for these weekly meetings: Have specific questions written and ready to discuss. If you are unable to keep your appointment, you must cancel prior to meeting time and reschedule with your Clinical Instructor.
- i. No-show appointments, students will be responsible for (but not limited to) performing lab/sim-lab assignments, reviewing pathologies, practicing basic and specialized test batteries, taking clinic inventory, and administrative tasks.

## WHY IS THIS COURSE IMPORTANT?

This rotation is important for gaining experience in various settings in audiology.

## GRADUATE UNIVERSITY LEARNING GOALS

	1 Disciplinary knowledge	2 Communication	3 Critical thinking/analysis	4 Information literacy	5 Professionalism	6 Intercultural/global perspectives	7 Research
Addressed by this course	X	X	X	X	X	X	X

## GRADUATE LEARNER OUTCOMES

Upon completion of this course, students will be able to:

1. Communicate effectively, orally and in written form, with patients, families, caregivers, and other health care providers
2. Develop written reports for diagnosis, evaluation, and recommendations
3. Diagnose, triage, treat, and manage auditory and vestibular conditions and diseases for patients across the lifespan
4. Discuss findings, diagnosis, and treatment options with the patient, family, and other health care providers
5. Adhere to professional ethics as they relate to the practice of audiology
6. Describe and discuss clinical experiences in a professional manner.
7. Identify relationships between clinical experiences and didactic learning.

Graduate Learner Outcome	Component Indicating Competence
Assessment: 3	Audiological Evaluation Documentation
Treatment: 1, 4	Clinical Instructor session notes
Writing: 1, 2	Student Clinician Written Reports; Timely submission of reports
Professional Behavior: 5, 6	Clinical Instructor session notes; Required student self-reflections; Attendance at weekly meetings

## Course Requirements/Components

### Course Format

Clinical

### GRADING:

This course is graded as Pass or Fail. A pass grade of B (~83%) is required. The following components will be evaluated by your supervisor to determine your final grade:

A. Final Evaluation in Calipso and reflection on actions form (ROA)	<u>100%</u>
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<b>B. Attendance, Communication &amp; Professionalism</b>	<b><u>100%</u></b>
<b>C. Clinic Assignments (i.e. quick reference guides, patient reports, etc.)</b>	<b><u>100%</u></b>
<b>D. Calipso Patient Clock Hours &amp; Supervisor Feedback Form</b>	<b><u>100%</u></b>

**A. Final Evaluation in Calipso – (100%)**

You should review this form BEFORE clinic starts so that you are aware of all the components that will become part of your formative and summative assessment for this clinic. The Clinical Competency form will be completed by your clinical supervisor at midterm and at final, but it is the final Clinical Competency Report on which your clinic grade is based. **Prior to midterm and final evaluations, all students should complete their reflections on actions (ROA) document as a form of self-evaluation in the clinic.**

The Clinical Competency Form is separated into seven general competency categories: Prevention, Screening and Identification, Assessment, Audiologic (Re)habilitation, Pediatric (Re)habilitation, Counseling, Communication, and Professional Practice. Each general competency area consists of numerous individual line items.

Your grade for clinic performance is based on an average of all of the Clinical Competencies that your clinical supervisor completes.

The Clinical Competency Form is separated into seven general competency categories. A passing grade for each clinic is a B or higher. A passing grade is obtained by achieving a rating of 4.15 or better on the average combined score of the 7 general competency categories, provided that the student achieves; (a) an average rating of 4.15 or better for **each** of the 7 general competency categories **and** (b) a minimum score of 4.15 on **all** individual competency line items. Therefore, any student receiving (a) a rating of 4.14 or less on any one (or more) specific line item **or** (b) a rating of 4.14 or less for a competency category will not pass the clinic, even if their average combined score of the 7 general competency categories is a B or higher. In such cases, a grade of B- will be given for the clinic. A student may receive a passing grade in the clinic after receiving 4.14 or lower on any one (or more) specific line item on any Clinical Competency form IF the student successfully completes a Performance Improvement Plan directed by their assigned Clinical Instructor.

SCORE	LETTER GRADE	DESCRIPTION
4.65 - 5.00	A	<b><u>Exceeds Performance Expectations* (Pass)</u></b>
4.50 - 4.64	A-	(Minimum assistance required) <ul style="list-style-type: none"> <li>• Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented</li> <li>• Demonstrates creative problem solving</li> <li>• Clinical Instructor consults and provides guidance on ideas initiated by student</li> </ul>
4.35 – 4.49	B+	<b><u>Meets Performance Expectations* (Pass)</u></b>
4.15 – 4.34	B	(Minimum to moderate assistance required)

		<ul style="list-style-type: none"> <li>• Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency</li> <li>• Student can problem solve and self-evaluate adequately in-session</li> <li>• Clinical Instructor acts as a collaborator to plan and suggest possible alternatives</li> </ul>
4.00 – 4.14	B-	<b><u>Needs Improvement in Performance</u></b>
3.85 – 3.99	C+	(Moderate assistance required)
3.65 – 3.84	C	<ul style="list-style-type: none"> <li>• Inconsistently demonstrates clinical skill/behavior</li> <li>• Student’s efforts to modify performance result in varying degrees of success</li> <li>• Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively</li> </ul>
3.50 – 3.64	C-	
3.35 – 3.49	D+	<b><u>Needs Significant Improvement in Performance</u></b>
		(Maximum assistance required)
		<ul style="list-style-type: none"> <li>• Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate</li> <li>• Student is aware of need to modify behavior, but is unsure of how to do so</li> <li>• Maximum amount of direction and support from clinical</li> <li>• Supervisor required to perform effectively.</li> </ul>
3.15 – 3.34	D	
3.00 – 3.14	D-	
1.00 – 2.99	F	<b><u>Unacceptable Performance</u></b>
		(Maximum assistance is not effective)
		<ul style="list-style-type: none"> <li>• Clinical skill/behavior is not evident most of the time</li> <li>• Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so</li> <li>• Specific direction from Clinical Instructor does not alter unsatisfactory performance</li> </ul>

**NOTE: Students who have a grade equal to or less than a B on any assessment listed below must meet with the instructor (initiation of an APIP with the program director).**

**Attendance, communication and professionalism – 100%**

***Attendance***

1. Arrive to the clinic at least 30 minutes prior to scheduled patient time (i.e. 8:00 am for a clinic start time of 8:30 am)
2. Prior to clinic start time, turn on all equipment, complete biologic check and record date and time in the biologic check binder, ensure all surfaces have been wiped down (before clinic starts and after patient), restock any needed items within the booth or exam room, complete thorough chart review for each scheduled patient. If low on clinic items, please make a list and post it in lab. Any toys or other tools need cleaning or ultrasonic?
3. Unscheduled visits will be used for labs, review of pathologies, and to work on your Book of Knowledge. This time will not be used as catch-up time for report writing.

4. If a student is ill and cannot attend clinic, please contact your clinical supervisor. Students are expected to **meet all clinic appointments**. Students need to fill out an [Absence Form](#) when they are expecting to miss clinic for a pre-excused (approved by your supervisor) absence. Makeup day(s) must be arranged.

Given the full-time, intensive nature of this doctoral program, it is important that students contact instructors if they are anticipating an absence, especially over an extended period of time. In the case of the latter, the Au.D. Program Director must also be notified. Attendance for clinical practica is outlined in the clinic handbook.

**Failure to notify your supervisor of any absences via email and the absence form, as well as excessive tardiness, will result in ~2% reduction per occurrence up to a maximum of a 10% grade reduction.**

### *Communication*

Students must maintain timely, respectful, and professional communication with clinical supervisor. Students and supervisors should meet on a weekly basis to prepare for patient appointments, discuss cases, etc.

For email correspondence (your instructors preferred method of contact), students should be:

1. Using the CSUS email ([\\_\\_\\_\\_@csus.edu](mailto:____@csus.edu))
2. Checking emails daily.
3. **Responding within 48 hours of receipt of email.**

**Failure to do so may result in a ~2% grade reduction per occurrence up to a maximum of a 10% grade reduction.**

### *Professionalism*

- Students must be dressed in CSUS Clinic scrubs and present well-groomed and professional in appearance. Inappropriate clinical attire could result in a student being asked to leave clinic and return when appropriately dressed.
- Students should adhere to the standards set forth in the clinic handbook regarding patient confidentiality. Any violation of these policies will result in the student receiving a failing grade in the clinic
- Students should be engaged throughout all appointments, even when they are not taking the lead.  
**Cellphone use during clinic will not be tolerated. Cellphones should be in the locker or bag and out of sight during patient interactions. If you are expecting a call or there is an emergency, please let your supervisor know.**

**Any violation of the above may result in a ~2% grade reduction per occurrence up to a maximum of a 10% grade reduction.**

### **Clinic Assignments -100%**

- **First draft of reports must be completed in CounselEar within 24-hours.** Please print a copy of the Professional Report and check the following: student clinician, supervisor, calibration date, patient reliability, transducer, tympanometric type, and that all pertinent information from the Case History form is included in the report. **You will give this copy to Dr. Joseph at the beginning of the following clinic session.** Revisions will be made and final reports will be submitted for any previous clinic days before moving on to

report writing for the same day. Maximum of 2 drafts (first draft and final draft) are allotted per patient with little to no edits. **Two late submissions or second drafts requiring multiple edits will automatically drop your final writing area clinical competency grade by one letter grade through reduction of points.**

- Each student will continue assembling their Quick Reference Guide, which is a binder of protocols, quick references, and any additional clinical documents. Please have a 3-inch binder with at least 18 divider tabs you can label. Topics that can be added to the guide will be provided later in the semester. Student is encouraged to add more topics as they please.
- Any other exercises/tasks assigned by the supervisor.

### **Calipso Patient Clock Hours & Supervisor Feedback Form– 100%**

**Patient contact hours (clock hours must be submitted to your supervisor weekly in Calipso.** It is your responsibility to periodically remind your clinical supervisor to sign off on your Calipso hours. Failure to submit clock hours weekly will result in ~2% reduction of your grade per occurrence up to a maximum of 5% grade reduction.

#### **Supervisor Feedback Forms:**

1. Login to Calipso
2. From the Lobby page, click “Supervisor Feedback forms”
3. Clinic “New Supervisor feedback”
4. Complete form and click “Submit Feedback”
5. Your completed feedback will be posted for Clinical Education Coordinator approval. Once approved, feedback will be posted for the clinical supervisor to view. Until approved, the feedback may be edited by clicking on “View/edit”.

### **Additional Information**

#### **Academic conduct**

Students enrolled in the Au.D. program must adhere to the Department and University policies on academic misconduct. Please see the department’s policy on academic misconduct (“Policy on Student Academic and Clinical Conduct”). The following are expectations for professional behavior in the classroom:

- Ethics: Students must uphold the ethical standards set forth by professional bodies in the field (see Appendices C and D).
- Respect: Students should demonstrate respect to their peers, instructors, and staff.
- Feedback: Students are expected to self-reflect and modify their work in response to feedback, while displaying non-defensive behavior to suggestions.
- Health: Students should maintain their personal wellness and health, attending to any needs in a timely fashion in order to support their academic and professional growth.
- Attire: Students should dress appropriately for class. Classes may be held in clinic space, so students are expected to observe the clinic dress code.
- Accountability: Students are expected to be accountable, honest, and professional for their activities and communications. The general principles of ethical behavior should be applied to their coursework, evaluations, and examinations.
- Language: Students should demonstrate professional oral and written communication, including emails. Discretion and professional language should be used in all modalities, emphasizing constructive rather than reactive use.

- Scholarship: Students should take an active role in their learning, recognizing their deficiencies and seeking to correct them, as part of their commitment to lifelong learning.
- Effort: Students should collaborate and work to complete tasks and assignments on time or by the set deadline. Students are expected to follow through on all activities while maintaining professionalism and intellectual curiosity.

## Accommodations

Inform your instructor of any accommodations needed. If you have a documented disability and verification from the Disability Access Center (Formerly known as SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to DAC and meet with a SSWD counselor to request special accommodation before classes start. DAC is located in Lassen Hall 1008 and can be contacted by phone at [\(916\) 278-6955](tel:9162786955) (Voice) or [\(916\) 278-7239](tel:9162787239) (TDD only) or via email at [dac@csus.edu](mailto:dac@csus.edu)

## Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

## Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

**Definitions:** At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

## Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

## Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.



## Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

## Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

## Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at [cares@csus.edu](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES website](#).

## Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, [stark@csus.edu](mailto:stark@csus.edu)
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>

- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

## Knowledge And Skills Acquisition (KASA) For Certification in Audiology

This class will fulfill in whole or in part, the following KASA outcomes as required by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA):

Standard II-A: A3, A5, A6, A7, A8, A11, A12, A13, A15, A16, A17, A18, A21, A22, A23.

Standard II-B: B1, B2, B5, B6, B8, B9

Standard II-C: C1, C2, C3, C4, C5, C7, C8, C9, C10, C11, C12.

Standard II-D: D1, D2, D3, D4, D6, D7, D8, D9

Standard II-E: E1, E2, E3, E4, E5, E6, E15, E20, E21, E22, E23, E24, E25

Standard II-F: F1, F2, F3, F4, F6, F7, F11, F13,

# Adult Case History Form

Use this form as a resource to write reports and ask detail-oriented questions to patients along with patient intake forms (if completed prior to appointment), any previous chart notes or reports, booking notes, and outside documents (audio, IEP, etc) related to patient.

Student Clinician: \_\_\_\_\_ Date: \_\_\_\_\_

Clinic Supervisor: \_\_\_\_\_

Patient First Name: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Accompanied by: \_\_\_\_\_

Interpreter used: \_\_\_\_\_

Reason for visit: \_\_\_\_\_

PCP/ENT referral name/location: \_\_\_\_\_

**Hearing difficulties:** Y N

Duration: \_\_\_\_\_

L R AU: \_\_\_\_\_

**Previous audio:**

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Previous findings: \_\_\_\_\_

**Amplification:** (Have you ever worn hearing aids?)

Initial fitting: \_\_\_\_\_ Device: \_\_\_\_\_ Side: L R AU

Clinic: \_\_\_\_\_ Perceived benefit: \_\_\_\_\_

**Otalgia (pain in ears):** Y N

Side R L AU: \_\_\_\_\_

Onset/Duration: \_\_\_\_\_

**Aural Fullness/Pressure:** Y N

Side: R L AU (worse side: \_\_\_\_\_)

Onset/Duration: \_\_\_\_\_

**Hx of ear infections:** Y N

Side R L AU: \_\_\_\_\_

Onset/duration: \_\_\_\_\_

Hx of PE tubes: \_\_\_\_\_

**Hx of Otorrhea (ear drainage):** \_\_\_\_\_

**Hx of otologic (ear) surgery:** \_\_\_\_\_

**Tinnitus:** (Any ringing or noises in your ears?)

Side: L R AU (worse side: \_\_\_\_\_)

Date of onset: \_\_\_\_\_

Duration: \_\_\_\_\_

Sounds like (ringing/humming/buzzing/pulsatile): \_\_\_\_\_

Associated with anything (i.e. stress, lack of sleep): \_\_\_\_\_

Bothersome: Y N;

Scale 1-10 (1 = non-bothersome, barely noticeable, 10= very bothersome and affecting quality of life): \_\_\_\_\_

**Hx of Noise Exposure:** Y N

Type: (occupational/recreational – military, firearms, motorcycles, machinery, power tools):

\_\_\_\_\_

Number of years: \_\_\_\_\_ Hearing protection used: Y N

**Vertigo:** (Any dizziness?): Y N

Date of onset: \_\_\_\_\_

Unsteadiness/Imbalance/True spinning: \_\_\_\_\_

If true spinning: Duration of episodes: \_\_\_\_\_

Feels like: \_\_\_\_\_

Any triggers: \_\_\_\_\_

**Hx of sinus/allergy issues:** \_\_\_\_\_

Able to pop ears: \_\_\_\_\_

**Hx of migraines/headaches:** \_\_\_\_\_

**Family Hx of hearing loss:** (Any people/younger adults/children in your family with hearing loss?)

Relationship: \_\_\_\_\_ Age of diagnosis: \_\_\_\_\_ Degree: \_\_\_\_\_

Etiology: \_\_\_\_\_

**Medications:**

**Recent Falls?**

**Any other pertinent info needed?**

# Pediatric Case History Form

Use this form as a resource to write reports and ask detail-oriented questions to patients along with patient intake forms (if completed prior to appointment), any previous chart notes or reports, booking notes, and outside documents (audio, IEP, etc) related to patient.

## Some questions are age dependent

Student Clinician: \_\_\_\_\_ Date: \_\_\_\_\_

Clinic Supervisor: \_\_\_\_\_

Patient First Name: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Accompanied by: \_\_\_\_\_

Interpreter used: \_\_\_\_\_

Reason for visit: \_\_\_\_\_

PCP/ENT referral name/location: \_\_\_\_\_

**Parents/guardians suspect hearing loss and why?:** \_\_\_\_\_

If yes, onset/duration: \_\_\_\_\_

Side: R L AU: \_\_\_\_\_

**Does the child alert/respond to sounds in the home?** Y N

**Does the child turn to one side or the other when responding to sound?** Y N

**Is the child able to follow simple directions?** Y N

**All developmental milestones met accordingly (fine motor skills/speech/gross motor skills)?** Y N

**Number of words receptive and expressive:** \_\_\_\_\_

**Any other know diagnoses?** \_\_\_\_\_

**Is the child receiving any additional services?** SLP PT OT ABA

Days/wk and hours for each and location for each: \_\_\_\_\_

**Any previous audio:**

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Previous findings: \_\_\_\_\_

**Amplification:** (If hearing aids are worn)

Initial fitting: \_\_\_\_\_ Device: \_\_\_\_\_ Side: L R AU

Clinic: \_\_\_\_\_

How is the child doing in school? \_\_\_\_\_

If known loss, is the child using an FM in school? Y N Preferential seating: Y N  
IEP: Y N 504 Plan: Y N

**Birth Hx (c-section/vaginal):** complications or unremarkable \_\_\_\_\_

**Pregnancy Hx:** complications or unremarkable. \_\_\_\_\_

**Stay in NICU?:** \_\_\_\_\_

**Newborn Hearing Screening:** Pass Fail

**Family Hx of hearing loss?:**

Relationship: \_\_\_\_\_ Age of diagnosis: \_\_\_\_\_ Degree: \_\_\_\_\_

Etiology: \_\_\_\_\_

**Hx of ear infections, pulls/tugs ears often?:** Y N

Side R L AU: \_\_\_\_\_

Onset/duration: \_\_\_\_\_

Hx of PE tubes: \_\_\_\_\_

**Hx of Otorrhea (ear drainage):** \_\_\_\_\_

**Complaints of sounds in ears (Tinnitus):**

**Medications?**

**Any other pertinent info that is needed**

Please let Dr. Joseph know if there are any needed changes or additions to this form.

Updated 1/20/23