AUDILOGIC ASSESSMENT OVERVIEW

The purpose of the audiologic assessment is to assist in the process of determining the type and degree of hearing impairment as well as to determine the site of lesion. Based on the results of a battery of tests, clients are counseled concerning the recommendations and further referral.

Before the management process can begin for the client with a hearing impairment, the clinician must have a firm understanding of the hearing disorder, related testing, and appropriate referral. The Audiology coursework (CD 3364) together with clinical practica in audiologic testing are designed to help prospective speech-language pathologists understand hearing disorders and the implications of the audiologic assessment to the management of the hearing loss.

The typical test battery consists of:

- Case history
- Informal screening of speech and language characteristics
  - Articulation/phonology
  - Fluency
  - Language
  - Voice
- Otoscopic inspection
- Pure tone air conduction/bone conduction testing
- Speech recognition testing
  - Speech recognition threshold
  - Word recognition
- Impittance audiometry
  - Tympanometry
  - Reflex testing
- Counseling and referral

Depending on the age and capacity of the client, as well as the type of hearing loss, some components may be modified.

Based on the Scope of Practice for Speech-Language Pathology and the ASHA Standards for the Certificate of Clinical Competence, students who will eventually become speech-language pathologists may not count the clinical clock hours from an audiologic evaluation. However, future speech-language pathologists will be responsible for providing management of individuals who are hearing impaired and will need knowledge of the information that can be gained from an audiologic evaluation. The goal of the Department of Communication Sciences and Disorders is to provide an audiologic experience which will allow students experience in the management of hearing impairment, while maintaining ASHA-mandated scope of practice for speech-language pathology.

Students participating in the Audiology practica will receive 100% supervision. They will receive clinical clock hours commensurate with their participation in the appropriate areas of the evaluation as determined by the Scope of Practice for Speech-Language Pathology and the ASHA Standards for the Certificate of Clinical Competence. The competencies in Audiology expected for a Speech-Language Pathology major include:
1. Ability to assist in obtaining important information concerning a hearing loss from the case history and from the client interview (Standard IV-G.1).

2. Ability to perform an informal screening of speech and language skills (Scope of Practice # 1).

3. Development of a profile of communication needs for an individual with hearing loss (Scope of Practice # 3).

4. Knowledge of screening for middle ear pathology using
   a. Otoscopic inspection
   b. Screening tympanometry (Scope of Practice # 4)

5. Ability to counsel clients (Scope of Practice # 3). The student should be able to
   a. Differentiate among sensorineural, mixed, and conductive hearing loss.
   b. Categorize the extent of hearing loss according to Clark's modification of the Goodman classification system.
   c. Recognize the communication ramifications in terms of speech perception, accommodations, hearing loss prevention information, and strategies for both the client and the family.

6. Ability to summarize in writing the accommodations, prevention, and communication strategies for the client and family (Standard IV-G.1.f).

7. Ability to screen hearing in both children and adults in accordance with recognized guidelines (Scope of Practice # 4).

8. Maintain a professional attitude and appearance at all times (Standard III-G).

Consistent with the competencies in aural habilitation/rehabilitation expected for a student majoring in Speech-Language Pathology, students also may participate in hearing aid orientation at the time of a hearing aid fitting. The student may

1. Perform a visual and listening check of the hearing instrument prior to the devices being fit on the individual.

2. Provide a description of the hearing aid components to the client.

3. Assist the client with proper insertion and removal of the hearing instrument, using appropriate infection control methods.

4. Assist the client with maintenance and care of the hearing instruments, according to the Basic Areas to Cover in Hearing Aid Dispensing.
5. Determine the functional communication needs for the client and any adaptations needed for the special needs of the client and family.

6. Collect information regarding experiences with amplification devices.

7. Assist with troubleshooting and simple remediation of malfunctions with the hearing aids.

In summary Speech-Language Pathology majors at Appalachian State University may participate in audiologic evaluations and hearing aid fittings. They may count only those hours that fall within the Scope of Practice for Speech-Language Pathology. During the time that they are observing the audiologic testing or the hearing aid verification by the audiologist, they will be developing a clear idea of the hearing loss and its effect on the communication skills of the client. The writing required of students during this practicum experience consists of summary information regarding communication needs for the clients and their family.
MANAGEMENT OF HEARING LOSS OVERVIEW

The management of hearing loss coursework (CD 4662) together with clinical practica in aural habilitation/rehabilitation is designed to help students understand the effects of hearing loss on communication skills and to work with children and adults with hearing disorders.

Aural habilitation/rehabilitation "refers to services and procedures for facilitating adequate receptive and expressive communication in individuals with hearing impairment." (ASHA, 1984) The services provided in aural habilitation/rehabilitation include identification and evaluation of sensory capabilities; interpretation of results, counseling, and referral; intervention for communicative difficulties; re-evaluation of the status of the person with hearing loss; and evaluation and modification of the intervention program. Aural (re)habilitation is provided to individuals of all ages who may have any degree or type of hearing loss. Aural (re)habilitation results in the achievement of improved, altered, augmented, or compensated communication processes.

The competencies in aural habilitation/rehabilitation expected for a Speech-Language Pathology major include:

1. Knowledge in the basic areas of communication sciences and disorders.
2. Auditory system function and disorders.
3. Developmental status, cognition, and sensory perception.
5. Assessment of communication performance.
6. Devices and technologies for individuals with hearing loss, including hearing aids, cochlear implants, middle ear implants, implantable hearing aids, hearing assistive technologies, and other sensory prosthetic devices.
7. Effects of hearing loss on psychosocial, educational, and vocational functioning.
8. Intervention and case management.
9. Interdisciplinary collaboration and public advocacy.
10. Acoustic environments.

Aural habilitation/rehabilitation services may be covered by a variety of specialists including speech-language pathologists, audiologists, psychologists, counselors, physicians, and teachers of the hearing-impaired. The student should be able to recognize when a problem encountered should be handled by the professional in speech-language pathology and when that problem is better handled by another professional.

(Material for this handout was obtained in part from "Knowledge and Skills Required for the Practice of Audiologic/Aural Rehabilitation" which was a knowledge and skills statement issued by ASHA in April 2001.)
AUDIOLOGY GUIDELINES FOR SCHEDULING

Types of Evaluation
- Comprehensive Audiologic Evaluation - Adult (1 to 1.5 Hours)
- Comprehensive Audiologic Evaluation - Child (1 to 1.5 Hours)
- Comprehensive Audiologic Re-Evaluation - Adult (1 to 1.5 Hours)
- Comprehensive Audiologic Re-Evaluation - Child (1 to 1.5 Hours)
- Auditory Processing Evaluation - Adult (2 hours)
- Auditory Processing Evaluation - Child (2 hours)
- Immittance Tests (.5 hours)

When a child is scheduled for a speech and language evaluation, schedule an audiologic evaluation if:

- the child is younger than four (4) years of age (unless the child passed a hearing screening at his/her preschool); or
- there is parental concern about the child's hearing no matter what the child's age; or
- the child was referred for follow-up from a recent hearing evaluation; or
- the child has a syndrome associated with hearing problems, (i.e. Down Syndrome or Cleft Palate); or
- the child could not be tested in a hearing screening situation as indicated on the case history; or
- the child has a known hearing loss, and has not had an audiologic evaluation within six (6) months; or
- the child or adult needs auditory processing testing.

In some cases a special time will be set aside for the audiologist to do these hearing evaluations. No students will be scheduled with the audiologist at that time. Other cases will be seen during regular testing times.