

Term Information

Effective Term Autumn 2024

General Information

Course Bulletin Listing/Subject Area Speech and Hearing Science
Fiscal Unit/Academic Org Speech & Hearing - D0799
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3380S
Course Title Community Outreach in Speech and Hearing Science: Hearing Screenings
Transcript Abbreviation Hearing Serv Learn
Course Description This course will provide an opportunity for students to participate in community outreach related to speech and hearing. Students will provide education on hearing health and administer free hearing screenings to vulnerable populations.
Semester Credit Hours/Units Fixed: 2

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Satisfactory/Unsatisfactory
Repeatable No
Course Components Lecture, Field Experience
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Sometimes
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites 2230
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 51.0202
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Gain insight into the social structures that require community engagement.
- Consider the impact of responsibly engaging with community organizations and people of different ages, backgrounds, and life experiences.
- Identify the instrumentation appropriate for screenings of different age groups.
- Identify individuals at risk for hearing impairment based on a brief case history.
- Describe appropriate screening methods for different age groups
- Conduct hearing screenings using clinically appropriate measures.
- Interpret results of hearing screening tests and make appropriate follow-up recommendations.
- Use instrumentation according to manufacturer's specifications and recommendations.
- Document screening procedures and results
- Gain insight into/knowledge of effects of hearing loss and importance of hearing screenings.

Content Topic List

- Audiology
Hearing Health
Health Promotion
Hearing Evaluation

Sought Concurrence

No

Attachments

- 3380S Course Syllabus_Autumn 2024.docx
(Syllabus. Owner: Brello, Jennifer)
- S-designation Request Form_SPHRRNG 3380.docx
(Other Supporting Documentation. Owner: Brello, Jennifer)
- 3380S Course Syllabus_Autumn 2024 (004).docx: with requested edits
(Syllabus. Owner: Brello, Jennifer)

Comments

- Please see SBS Subcommittee feedback email sent 4/8/24. *(by Neff, Jennifer on 04/08/2024 04:17 PM)*
- Revise numbering per Bernadette's email. *(by Bielefeld, Eric Charles on 02/08/2024 01:03 PM)*
- This course is neither required nor an elective for the major. *(by Brello, Jennifer on 02/08/2024 07:13 AM)*
- If this course will count in the major (even as an elective), please provide an updated curriculum map of the major.
(by Vankeerbergen, Bernadette Chantal on 02/02/2024 02:03 PM)

COURSE REQUEST
3380S - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
06/26/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Brello, Jennifer	01/27/2024 07:32 AM	Submitted for Approval
Approved	Bielefeld, Eric Charles	01/27/2024 08:06 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/02/2024 02:03 PM	College Approval
Submitted	Brello, Jennifer	02/08/2024 07:14 AM	Submitted for Approval
Revision Requested	Bielefeld, Eric Charles	02/08/2024 01:03 PM	Unit Approval
Submitted	Brello, Jennifer	02/12/2024 12:44 PM	Submitted for Approval
Approved	Bielefeld, Eric Charles	02/12/2024 12:48 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/20/2024 02:03 PM	College Approval
Revision Requested	Neff, Jennifer	04/08/2024 04:17 PM	ASCCAO Approval
Submitted	Brello, Jennifer	06/26/2024 12:30 PM	Submitted for Approval
Approved	Bielefeld, Eric Charles	06/26/2024 12:46 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/26/2024 01:11 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	06/26/2024 01:11 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

**SYLLABUS: SPHHRNG 3380S
COMMUNITY OUTREACH IN SPEECH AND HEARING
SCIENCE: HEARING SCREENINGS
AUTUMN 2024
2.0 CREDIT HOURS**

Course overview

Instructor

Instructor: Julie Hazelbaker
Office address: 127 Pressey Hall
Email address: hazelbaker.22@osu.edu
Phone number: 614-292-1281
Course Zoom link: TBD
Office hours: Mondays, 2-4pm

Class Meeting Schedule:

Element 1: Six in-person meetings and one in-person lab, Tuesdays 12-2pm, Pressey Hall (see course schedule for specific dates)

Element 2: Seven field experiences (hearing screenings). Variable days/times. Opportunities will be posted for students to sign up for days/times for which they are available. Students will be responsible for their own transportation to and from these experiences.

Course description

- This course will provide an opportunity for students to participate in community outreach related to speech and hearing. Students will participate in and administer free hearing screenings in vulnerable populations. The course will consist of group meetings (see schedule) and field experiences performing hearing screenings.
- The overarching goal of this service-learning course is for students to become more aware of varying social structures and to analyze why community engagement is important/necessary. Our main community partner is the Ohio State University Speech-Language-Hearing Clinic (OSU SLHC). However, through OSU SLHC, we will provide screenings to various community groups/organizations with clients of different ages, cultures, races, and socioeconomic positions. In the course, we will examine screening techniques and determine the most effective ways to successfully offer services in different environments to community members who have varying life experiences.

Course learning outcomes

By completing this course, students will be able to:

1. Describe how the setting in which screenings are performed affects or changes the way screenings are completed, and if/how it affects the engagement with community members.
2. Evaluate the impact of responsibly engaging with community organizations and people of different ages, backgrounds, and life experiences.
3. Differentiate the instrumentation appropriate for screenings of different age groups.
4. Identify individuals at risk for hearing impairment (based on discussions with the community members being screened).
5. Describe appropriate screening methods for different age groups.
6. Conduct hearing screenings using clinically appropriate measures.
7. Make appropriate follow-up/referral recommendations based on the results of the hearing screening.
8. Utilize instrumentation according to manufacturer's specifications and recommendations.
9. Document screening procedures and results.
10. Evaluate the impact of providing free hearing screenings on the community members served.
11. Articulate if there is a desire to continue (or not continue) engaging in the community.

American Speech-Language-Hearing Association competencies addressed:

At the conclusion of the course, the student will have knowledge of:

- a. Universal precautions and infectious/contagious diseases.
- b. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs.
- c. The use of instrumentation according to manufacturer's specifications and recommendations.
- d. Referring to other professionals, agencies, and/or consumer organizations.

How this course works

The course will consist of six mandatory in-person class meetings. There will be one mandatory in-person lab/training session. Students will also be expected to attend and perform at least seven community hearing screenings (2-hour sessions). Summative assessments will include 6 quizzes (in Carmen), and 7 written reflections on field experiences.

Student participation requirements

- **Logging in to Carmen: AT LEAST ONCE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity.
- **In-person class sessions: REQUIRED**
All scheduled events for the course are required. Class participation is expected and will be included in your grade for the course.
- **In person lab exercise: REQUIRED**
- **In-person hearing screenings: REQUIRED**
Students will be required to participate in at least seven hearing screening opportunities. Options will be posted for students to sign up for screenings that are conducive to their schedules. Many screenings posted will be the same as the class time (Tuesdays, 12-2pm), however, other days/times will also be offered. Every screening will be supervised by a licensed audiologist. Students

will be responsible for their own transportation to and from these experiences.

- **Assignments: REQUIRED**

Assignments in the course include IAT completion and reflection, completion of 6 quizzes in Carmen, written reflections on hearing screening experiences, reading articles/ reviewing websites and participating in class.

- **Office hours: OPTIONAL**

All office hours, are optional. Attendance in office hours is not required or expected, and will not affect your grade for the course.

Course communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Remember that on formal assignments you should use good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics (e.g., emails).
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For any sources used in reflection assignments, please follow APA citation style.

Course materials

There will be no required textbook for the course. Required readings are posted in Carmen or provided as hyperlinks in the syllabus and must be read before the class sessions in which the topic will be covered.

Students will be required to provide their own transportation to and from all field experiences.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes**

button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

Assignment or category	Points
6 Class meetings (in person)	10 points each (60)
Lab exercise (in person)	15 pts
Participation in 7 community hearing screenings	10 points each (70)
Implicit Bias Association Test (IAT) Reflection	5 points
Quizzes (6)	10 points each (60)
Reading Assignments/Class Participation	20 points
Reflections on screenings (7)	10 points each (70)
Total	300 points

See course schedule for dates of in-person meetings, lab and quiz & reflection due dates

Description of course assignments

Class Meetings: There will be six in person class instructional meetings which will consist of lectures, class discussions based on assigned readings, and training on equipment.

Lab Exercise: Students are required to attend one session of “practice” hearing screenings with the instructor and their classmates.

Community Hearing Screenings: Students will be required to participate in 7 hearing screening sessions (at least 2 hours each), at locations in the Columbus area. Students will be responsible for providing their own transportation to these screenings. A list of screening

opportunities will be provided to students, and they may choose the days/times/locations that are most convenient for them.

Implicit Bias Association Test (IAT) Reflection: This brief reflection (1-2 paragraphs or 5-10 minute video recording) should include student feelings about the results of the IAT (ie: were/were not surprised because...). Students should also include why they believe this type of assessment is important (or not) and how IAT results can be informative/beneficial as they begin a service-learning course. Students **are not required** to disclose specific IAT results.

Quizzes: There will be six 10-point quizzes administered during the semester covering lecture materials and assigned readings. The quizzes will be open for one week and will be completed on Carmen. Students will have 20 minutes to complete each quiz, once opened.

Reading Assignments/Class Participation: Assigned readings will be reviewed during in-person meetings. This assignment will be based on student participation in class discussions. However, students who do not feel comfortable speaking in class may turn in a brief (1-2 paragraph) summary of each of the reading assignments or submit a short (5-10 minute) video summary of their thoughts on the readings prior to the class meetings.

Reflections: Students will be required to reflect on their hearing screening experiences. Students will have 7 days to complete their reflections (due one week after they participate in a hearing screening). Written reflections should be 1-2 pages in length, double spaced and should be written in complete sentences with correct grammar. Reflections should contain the following:

1.) Information about the setting in which the screenings were completed. This includes the venue (ie: school, preschool, food pantry, etc.) as well as basic information about the population screened (ie: school children, adults, community members, etc.) Please include how you felt about the location and those served by the screenings. Discuss/highlight the demographics of clients seen. How was this site different from any previous sites where we have provided screenings? Consider (and comment on) how the skill set you employ at community screenings may vary depending on the site and those we serve. (3 points)

2.) Thoughts on how you feel about the hearing screening. What do you believe made the screening successful (or not successful)? Were there

unexpected challenges? Do you feel like you were providing a service that was beneficial? How did the setting (school, food pantry, etc) affect the way you communicated with the people served and the way they responded to you? Also include how many screenings were completed, how many referrals were made, and the quantity and quality of information provided regarding hearing and hearing loss. (2 points)

3.) Something specific learned in the session AND/OR a question that was sparked from doing the screening. (1 point)

4.) Describe an interaction or observation that illustrates the impact of providing a free service to members of the community. (2 points)

For your final reflection only: How was your 7th experience different from your 1st screening experience? What secondary skills do you feel like you've acquired by participating in community service?

5.) Readability of the reflection (ie: flow, grammar, etc). (2 points)

Late assignments

Unless arrangements are made in advance of the due date, late assignments will have 5% of the total possible deducted for each day it is not turned in.

Grading Scale

Final course evaluation will be rated as satisfactory/unsatisfactory. Average across assignments must be at least 70% to receive a "S".

S= \geq 70% (210-300 points)

U= \leq 69% (0-209 points)

Faculty feedback and response time

You can call **614-688-HELP** at any time if you have a technical problem.

Grading and feedback

For all assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Academic policies

Student academic services

Student academic services offered on the OSU main campus
<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus
<http://ssc.osu.edu>.

Academic integrity policy

Policies for this course

- **Quizzes and reflections:** You must complete the quizzes and reflections yourself, without any external help or communication.
- **Field experiences:** Students will be supervised by a licensed audiologist during all field experiences and should ask questions and be engaged with all staff and community members encountered.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have

violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected

status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or

experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious

beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). Online link to policy/dates: [Religious Holidays, Holy Days and Observances](#)

Tentative Course Schedule

<u>Week #</u>	<u>Date</u>	<u>Topic</u>	<u>Learning Outcomes</u>
1	8/20	<p>In person meeting – Pressey Hall</p> <p><i>Syllabus & Course Review</i></p> <p><i>Lecture/Discussion: Why are health screenings important? What is cultural humility? How do we responsibly engage with people in our community?</i></p> <p>Quiz 1 open in Carmen (2pm) Complete the Harvard Implicit Association Tests on Race and Age https://implicit.harvard.edu/implicit/takeatest.html ↓</p>	1,2,10 b
2	8/27	<p>In person meeting – Pressey Hall</p> <p><i>Lecture: Consequences of untreated hearing loss</i></p> <p>Quiz 1 closes in Carmen (11:59pm)</p> <p>Quiz 2 open in Carmen (2pm)</p> <p>Reading (in Carmen): Negative consequences of uncorrected hearing loss – a review (2003)</p> <p>Read/Review: https://www.hopkinsmedicine.org/health/wellness-and-prevention/the-hidden-risks-of-hearing-loss https://www.asha.org/articles/untreated-hearing-loss-in-adults/</p>	2,3,4,10 b, d
3	9/3	<p>In person meeting – Pressey Hall</p> <p><i>Lecture: Performing hearing screenings on patients of different ages, developmental levels, cultures, and life experiences</i></p> <p>Quiz 2 closes in Carmen (11:59pm)</p> <p>Quiz 3 open in Carmen (2pm)</p> <p>Read/Review:https://www.cdc.gov/hearing-loss-children/screening/index.html https://eclkc.ohs.acf.hhs.gov/publication/hearing-screening-fact-sheet</p>	2,3,5,6,7,10 b,c

		https://www.asha.org/advocacy/state/school-age-hearing-screening/ https://ahassavannah.com/hearing-resources/effects-of-untreated-hearing-loss/	
4	9/10	<p>In person lab exercise – Pressey Hall</p> <p><i>Practice Hearing Screenings</i></p> <p>Quiz 3 closes in Carmen (11:59pm)</p> <p>Reading (in Carmen): Ohio Department of Health Hearing Screening Guidelines and Requirements</p>	3,5,6,7,8,9 a, b, c
Weeks 4-15	9/10 through 11/26	<p><i>Participate in Hearing Screenings – Dates/times in Carmen</i></p> <p>Complete reflections and upload to Carmen (due no later than one week after the hearing screenings attended)</p>	1,2,3,4,5,6,7,8,9,10,11 a, b, c, d
5	9/17	<p>In person meeting – Pressey Hall</p> <p><i>Lecture: Types of hearing loss and how screening results are affected. What do we do when someone does not pass a screening?</i></p> <p>Quiz 4 open in Carmen (2pm)</p> <p>Reading (in Carmen): Adult Hearing Screening: What comes next? (2011)</p> <p>Read/Review: https://www.ncbi.nlm.nih.gov/books/NBK536553/ https://www.chla.org/blog/advice-experts/what-middle-ear-fluid-and-how-can-it-impact-my-child https://cdn.wchn.sa.gov.au/downloads/WCH/professionals/referral-guidelines/Paediatric-ENT-Referral-Guidelines.pdf </p>	4,7,10 b,d
6	9/24	<p>Participate in hearing screenings</p> <p>Read/review: https://newsinhealth.nih.gov/2017/03/screen-or-not-screen</p>	
7	10/1	<p>In person meeting – Pressey Hall</p> <p><i>Lecture: Social determinants of health</i></p> <p>Quiz 4 closes in Carmen (11:59pm)</p> <p>Quiz 5 open in Carmen (2pm)</p>	1,2,4,10 b,d

		<p>Reading (in Carmen): Evaluating Equity through the Social Determinants of Hearing Health (2022)</p> <p>Read/Review: https://health.gov/healthypeople/priority-areas/social-determinants-health https://www.cdc.gov/about/priorities/why-is-addressing-sdoh-important.html</p>	
8	10/8	<p>Participate in hearing screenings</p> <p>Quiz 5 closes in Carmen (11:59pm)</p>	
9	10/15	<p>Participate in hearing screenings</p> <p>Read/review: https://www.gov.uk/guidance/the-pros-and-cons-of-screening</p>	
10	10/22	<p>Participate in hearing screenings</p> <p>Read/review: https://www.wcsu.edu/community-engagement/benefits-of-volunteering/</p>	
11	10/29	<p>Participate in hearing screenings</p> <p>Read/review: https://4armedhealth.com/news/the-top-five-benefits-of-health-screening/</p>	
12	11/5	<p>Participate in hearing screenings</p> <p>Read/review: https://habitatbroward.org/blog/why-community-service-is-important/</p>	
13	11/12	<p>In person meeting – Pressey Hall</p> <p><i>Discussion: Wrap Up of the Course – What have we learned about providing free health services? What are the pitfalls? Where do we need to improve? How does the setting in which we provide screenings affect the way we engage with community members?</i></p> <p>Quiz 6 open in Carmen (2pm)</p> <p>Read/Review: https://www.hsrd.research.va.gov/publications/internal/forum05_06.pdf</p>	1,2,4,10 a, b, c, d
14	11/19	<p>Participate in hearing screenings</p> <p>Read/review: https://publichealth.tulane.edu/blog/why-community-health-is-important-for-public-health/</p>	

15	11/26	Participate in hearing screenings Quiz 6 closes in Carmen (11:59pm)	
Finals Week		All Reflections should be completed and uploaded in Carmen	

Service-Learning Designation Request Form

Please complete this form and upload it with your Course Request or Course Change Request when you request the S-Designation in the curriculum system. If you have questions or need more information, please contact us at slearning@osu.edu.

1. Has this class previously received an S-Designation?

Yes

No

2. Is this class always taught with a service-learning/community-engaged component?

(If no, please provide details)

Yes

No

This is a new course and has not been taught previously. However, once approved, the plan is to offer this course one time per year and always with the service-learning component.

An effective community-engaged course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and community-engaged activity
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

COURSE CONTENT/PLANNING

3. Please describe the planned community-engaged activities to be performed by students in this course.

Students in this course will provide free hearing screenings in the central Ohio area.

4. Please describe how the planned community-engaged activities reflect priorities and stated goals/needs of the community partner(s)?

The main community partner is The Ohio State University Speech-Language-Hearing Clinic (OSU SLHC). The Clinic is the hub through which we will gain contact and access to many different community groups, organizations, preschools, cultural centers, etc. at which we will offer free hearing screenings. OSU SLHC has been offering services in the community since 1930. Services are available for all ages with staff professionals who specialize in helping people with communication disorders – which negatively impact a person’s social, educational, and vocational success. The mission of OSU SLHC is to “improve the quality of life of all individuals with communication difficulties, to provide cost-effective services that meet the unique needs of the client and their family, and to promote excellence in clinical training and education of future hearing-speech-language professionals.” (Department of Speech and Hearing Science website, <https://sphs.osu.edu/clinic>) In addition to providing services in the

community, the OSU SLHC serves as a teaching clinic for Speech and Hearing Science graduate students enrolled in the Master's degree program in Speech Language Pathology (MA SLP) and in the doctorate of Audiology program (AuD). The clinic frequently gets requests for hearing screenings from community groups and has existing partnerships with many agencies in central Ohio. Due to the small staff, the number of clinic patients, and the supervisory/training component of audiologists in the clinic, the demand for community outreach services is exceeding capabilities. Being a community partner for this service-learning course will allow OSU SLHC more opportunities to engage in the community.

5. Service-learning and community-engaged learning activities are all based on an agreement between three parties each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective experience.

Please describe goals/expectations/responsibilities for:

a) Faculty

The instructor of the course (J. Hazelbaker) will be responsible for facilitating 7 in person meetings which will consist of lectures (on hearing loss, social determinants of health, etc.) and training on how to use screening equipment and the proper way to assess, record results, and relay hearing screening results to clients. Students will work directly with the instructor for this training. When doing community hearing screenings, students will be supervised by a licensed audiologist – either the instructor (J. Hazelbaker) or an audiologist from OSU SLHC (the community partner). The goal for faculty is to provide students the opportunity for community outreach and experience working with people of different ages, cultures, races, and socioeconomic positions, as well as teach students appropriate hearing screening protocols.

b) Students

The students in the course will be expected to attend all in person sessions (7 in total) and participate in at least 7 community hearing screenings. The goals for the students include learning and implementing appropriate hearing screenings – modified based on the client's age and/or ability. Additionally, students should consider the impact of responsibly engaging with the community and partnering with community organizations and people of different ages, backgrounds, and life experiences. Students will be provided direct learning opportunities and practice prior to doing "real" hearing screenings and will be supervised and supported when performing hearing screenings in the community.

c) The community partner(s)

The main community partner, OSU SLHC, will be the hub through which the connections to/with other community organizations are made. OSU SLHC will provide the equipment needed to perform hearing screenings. A licensed audiologist at OSU SLHC may supervise students in the course at community hearing screening events. The goal for the community partner(s) is to increase outreach and to provide hearing screenings to members of the community.

6. Please describe your plans for sustainability and departmental support for offering this community-engaged course on a continuing basis.

While the course will not satisfy major or GE requirements, once approved, it will be offered every fall semester for 2 credit hours, repeatable 3 times (up to 6 credit hours). As discussed, the main community partner for this course is the OSU SLHC, a community speech and hearing clinic as well as a teaching facility. The clinic is an integral part of clinical education for the MA SLP and AuD programs. The proposed course will enhance the undergraduate curriculum but will also provide a vehicle for the OSU SLHC (and by extension, the Department of Speech and Hearing Science) to be involved in more community outreach. Thus, support of this course from the Speech and Hearing Science Department and OSU SLHC is unwavering.

COURSE GOALS

7. How does the community-engaged activity connect with the academic content of the course and how is this content in turn enhanced by the community-engaged component of the course?

In the class meetings, we will discuss topics such as cultural humility and responsible community engagement as well as why health screenings (and more specifically hearing screenings) are a vital part of maintaining good health. As part of the class, students will be trained on how to perform hearing screenings and then administer free hearing screenings around central Ohio. Students will be actively utilizing the skills they learn in the course to administer hearing screenings and engage in the community. It is a mutually beneficial arrangement – students will learn skills and gain experience working with diverse populations. They will apply those skills to provide a free service for members of the community.

8. In addition to course-specific student learning goals, the following general Expected Learning Outcomes are defined for students in S-designated courses:

- Students make connections between concepts and skills learned in an academic setting and community-based work
 - Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
 - Students evaluate the impacts of the community-engaged activity.
- a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work?

Students will be required to reflect on their hearing screening experiences. In their reflections they will be prompted to examine their thoughts on the success (or lack of success) of the screenings and why they were successful (or not). They will be asked to consider if the service was beneficial and how the setting (school, food pantry, etc) affected the way the hearing screenings were administered. They will be asked to indicate how many screenings were completed, how many referrals were made, and the

quantity and quality of information provided regarding hearing and hearing loss. Reflection is an important component of service learning and students will be required to complete at least 7 reflections – one for each community hearing screening in which they participated.

- b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?

The overarching goal of this service-learning course is for students to become more aware of varying social structures and to analyze why community engagement is important/necessary. Our main community partner is the Ohio State University Speech-Language-Hearing Clinic (OSU SLHC). However, through OSU SLHC, we will provide screenings to a group of community organizations with clients of different ages, cultures, races, and socioeconomic positions. In the course, we will examine screening techniques and determine the most effective ways to successfully offer services in different environments to community members who have varying life experiences.

- c) How does the course promote reflection on and evaluation of the impacts of the community-engaged activity?

Guidelines for the reflections will be provided for the students to promote consideration of the impacts of service learning. Students will be guided to provide information about the setting in which the screenings were completed (ie: school, preschool, food pantry, etc.) as well as basic information about the population screened (ie: school children, adults, community members, etc.). They will also be asked to indicate their feelings about the location and those served by the screenings highlighting the complexity and differences of clients they encounter. They will also be guided to consider (and comment on) how the skill set employed at community screenings may vary depending on the site and those we serve.

Measuring student learning outcomes can take many different approaches. For example, you may measure student success in achieving identified outcomes through written-papers, embedded test questions, pre and post-tests, reflection journals, discussions, successful completion of a specified product, focus groups, interviews, and observations.

9. Please describe how student learning, with respect to the goals in #8 above, will be assessed in this course.

Students in the course will be assessed in four ways: 1) Participation and engagement in 7 in person meetings (6 lectures/discussions and 1 training session/lab exercise working with hearing screening equipment). 2) Participation and engagement in at least 7 community hearing screenings. 3) Performance on quizzes on the content discussed during the class meetings. 4) Quality of the 7 written reflections (1-2 page word documents) they are required to complete after performing community hearing screenings.