



AuDs & Ends:

News about CU's AuD Program

Spring 2022

IN THIS ISSUE

Whew! It's 2022!

by Tammy Fredrickson

There's no other way to say this: 2022 hasn't been easy – and we're only 4 weeks in! Full disclosure: I live in Louisville. And while the Marshall Fire didn't take houses in our neighborhood, the experience of being evacuated, watching the smoke while wondering what the fire was taking and if it was our house or our neighborhood, and learning of friends who've lost everything... well, it's taken a toll on me and many others.

I've gotta say: I'm exhausted. How about you? Heck, we've had 2 years (essentially) of COVID and ever-changing guidance about it (which now seems to change every other day), we've had to learn how to and then implement (not always in that order) remote instruction for our students as needed due to COVID (and more recently, the fire), we're preparing for our re-accreditation review and site visit in a couple of months, and we had the Marshall Fire to top it all off. {sigh}

When I catch myself feeling overwhelmed, I tell myself to stop. Stop whatever I'm doing, whatever I'm thinking. And take it one step at a time. I'm finding that I need to tell our students this too as they've been navigating all the things I've been navigating too! Perhaps you need that reminder as well: Stop. Take it one step at a time. You've got this. We've got this. (I think this is my new mantra.)

As always, THANK YOU to preceptors for all you do for our audiology program and for our students – you're vital to our students' success! And THANK YOU to our alumni who have taught me a lot while, hopefully, learning a lot themselves!

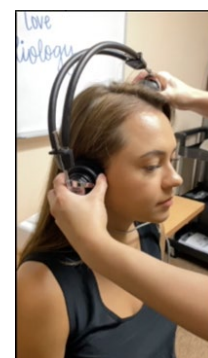
Tammy

We discuss bias in student evaluations in [Perspectives on Precepting](#)

Our [Student Academy of Audiology \(SAA\)](#) is (once again) up to all kinds of good!

[Alumni updates!](#) Haley McTee! Jason Carr!

Laura Howard shares her capstone project with us in the [Capstone Corner](#).



Perspectives on Precepting

By Tammy Fredrickson

Today's topic:

Bias in Student Evaluations

We are a product of our experiences and thoughts. Most of us have some biases – and most of us have been affected by biases of others. Our past experiences and thoughts are brought into our everyday lives and into the clinic – including our work with student clinicians.



Bias - even ones we're not aware of - can impact how we work with one another

Whether we realize it or not, our biases can affect how we work with students and our expectations of them, thus potentially impacting how we assess their performance. For example, we may have higher expectations of some students due to their ethnicity or may give more leeway to particular students due to their socio-economic background. Implicit biases are those which we're not consciously aware of but can still lead to negative impressions/associations of a person based on characteristics that are irrelevant to the task at hand.

Examples of types of implicit bias include:

- Affinity bias – a positive bias towards people who are similar to us
- Confirmation bias – ignoring information that supports an opposing belief and instead focusing on information that supports our beliefs
- Halo effect – assuming that every aspect of a person is positive because we like a particular characteristic of someone
- Perception bias – losing objectivity and allowing your perception (including stereotypes and assumptions) to affect our thinking
- Bandwagon bias – liking (or not liking) someone or something because our friends/others do/don't.

It is our duty to become aware of and understand our biases so that we can better support students (and patients and families!). Please take a moment when providing students with feedback and assessment to consider the possible role of bias in your expectations and assessment. Use the Rating Indicators document to help you understand expectations of students as they progress through the AuD program. If there are multiple preceptors who have worked with a student, include them in the feedback and assessment processes – this can help reduce confirmation bias.

Become Aware: How can you identify your implicit (and explicit) biases?

Project Implicit offers a series of Implicit Association Tests across a range of topics (<https://implicit.harvard.edu/implicit/takeatest.html>). As someone who's taken some of these tests (along with over 14 million others), I encourage you to check out the link! It's really interesting to uncover attitudes that you weren't aware you had! And awareness is the first step to improving ourselves....

Consider checking out M TV's (yep, that MTV!) Look Different site: <https://www.mtvact.com/features/Look-Different> They offer some videos that will make you think!

Take Action!

Our biases won't only affect how we work with student clinicians, but also how we work with one another and with our patients and their families, so making the time to address this issue is important and worthwhile.

ASHA offers resources that address bias. You can find articles from Special Interest Groups (SIGs) and in the ASHA Leader as well as in journals. For example:

"Can You Counter Your Own Brain-Based Biases?" The ASHA LeaderLive, Sept 2021 <https://bit.ly/2ZRmWdU>

"Look at Your Blind Spots" The ASHA Leader, Nov 2017 <https://bit.ly/3Gd9laX>

Support SAA!

Purchase a mug, water bottle, or T-shirt and support SAA!

Email SAA at saa@colorado.edu to learn more or to make a donation!

SAA's 2021-2022 Board of Directors



Eileen Ford, President

Kate Lemons, Vice President

Hannah Wilson, Secretary

Katie Lohr, Treasurer

Celine Minasian, Social/Education
Chair

Courtney Connolly, CAA
Representative

Mara Smith, Undergraduate
Representative

Student Academy of Audiology

CU's SAA group has been busy! Check out what great things they've been up to....

Busy, Busy, Busy!

SAA hosted a professional development session presented by Dr. Sabrina Neu. She discussed the transition from "student" to "professional" and that odd 'in-between' spot as a student in a clinical doctorate program.

AuD Squad met regularly during the Fall semester, providing information and hands-on activities for undergraduate students.

SAA meetings were IN PERSON for the first time since March 2020! It was great to be able to be together again....

Ask Me About Audiology Week (October)



SAA set up a table on Pearl Street in downtown Boulder to educate the community about audiology and healthy hearing. We handed out earplugs and had great conversations talking about noise-induced hearing loss, what an audiologist is, and more!



Coffee and donuts! A bit of well-deserved TLC during final exams!

Pumpkin Patch fun

To kick off the spooky season, and take a much-needed break from schoolwork, SAA members went pumpkin picking! Some members found the teeniest tiniest pumpkins for their tables while others found wheelbarrows full of pumpkins for their families to carve.



Capstone Corner:

Hearing Screening Protocol: Speech-Language Pathologists and SLP students

by Laura Howard

Hi! I'm Laura, a 3rd year AuD student. When Tammy mentioned the need for a hearing screening protocol geared toward SLP students, I thought it would make a great capstone project that would be useful for many people- so I quickly signed myself up!



After doing some research, I found that there are many speech-language pathologists who do not perform hearing screenings prior to evaluating their clients although it is within their scope of practice according to ASHA. Sometimes SLPs may not perform hearing screenings themselves because they have referred their client to an audiologist, but other times screenings are not done because the clinician does not have training and/or does not feel comfortable with hearing screenings. In a study by Silkes & Winterstein (2017), 120 speech-language pathologists were surveyed about their hearing screening practices. Most of the participants reported administering some form of screening, but very few reported that they felt their results were obtained in a

reliable or valid manner. In the same study, participants were asked whether or not they were aware of the ASHA hearing screening guidelines and 61.9% admitted that they were not. As audiologists and audiology students, we know the implications that a hearing loss can have on speech therapy because not being able to hear certain speech sounds can have a negative impact on the production of those sounds. A hearing loss may be the cause of speech issues and, therefore, hearing must be evaluated as thoroughly and accurately as possible. The Silkes & Winterstein (2017) article also makes a great point in indicating that under-referral and over-referral are potential risks to inaccurate or unreliable hearing screenings. Essentially, when individuals with hearing loss go undetected therapy will be ineffective and when individuals who do not have a hearing loss are referred it leads to unnecessary time and money spent.

Along with the information I learned from the research, I also learned that the SLP students at CU receive one 50-minute "crash course" in hearing screenings during their time in the program. I wanted to create something that SLP students could take with them and have handy for their entire careers. I decided to create a handbook for easy reference and an instructional video for those who are visual learners. To create the handbook, I reviewed and compiled the latest information and recommendations from ASHA and AAA to make a simple step-by-step guide for hearing screenings. The handbook includes information about how to use the buttons on a portable audiometer with labeled photos, how to perform a

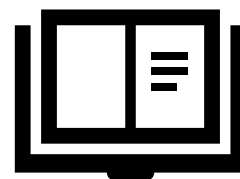
pure-tone audiometry screening, how to do a tymp (including how to choose the right size tip and what any error messages on the screen may indicate), how to interpret results from pure-tone audiometry and tympanometry, and when to make a referral to ENT and/or audiology. There is also information about how to modify testing for pediatric clients and/or those with developmental differences.

The instructional video ([Hearing screening protocol for Speech Language Pathologists and SLP students - YouTube](#)) was created to demonstrate a hearing screening from beginning to end. I wrote a script and recorded video clips of the process with help from my lovely classmates (thanks Peyton, Emily, and Amy!). The idea is for the video to provide a visual overview of the process with the handbook providing more in-depth information about interpretation and reasoning behind each step.

If you know any SLP or SLP student who would benefit from this resource, please feel free to send them this link! Happy screening!



[Get Laura's Handbook on Hearing Screening here!](#)



Alumni Updates!

Are you an alum who'd like to share an update with fellow alumni and preceptors via this newsletter? Let me know! fredrict@colorado.edu

Jason Carr, Class of 2015

So what have I been up to...way too much!

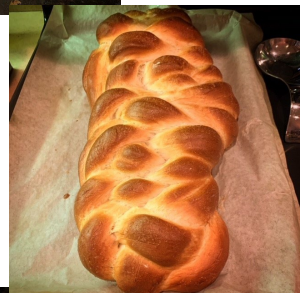
Personally, I love living in San Francisco with my partner, Mike. We have a beautiful home (mainly thanks to him) and somehow I was able to have enough time to develop some hobbies. Some of you may have seen my baking hobby/addiction. My partner likes to call it my obsession that he ends up having to clean up afterwards. Fortunately, he gets to enjoy all the goodies I make so he cannot complain too much. Many people report having a preference for baking or cooking, but I really cannot make up my mind as I enjoy both. The best part is that since I do all the cooking, Mike gets to do all the cleaning. Win-win for me! Especially after a long day in clinic (basically every day)! My favorites so far are macarons, bread (hello challah), and most recently tarts.

Professionally, I finished my education with my externship with UCSF Health, which is where I currently still work. I am now a Senior Pediatric Audiologist within our team and wear many hats. I have been fortunate enough to precept many former (and one current) students from CU. It is one part of my career that I absolutely enjoy. Additionally, I am the lead audiologist for UCSF's Microtia and craniofacial anomalies clinics and have been involved in both clinics since I first started with UCSF. Once I became a Senior Audiologist I took on two other exciting opportunities; research coordinator and inpatient coordinator.

As the research coordinator I work with other departments who reach out to us to join in on their research. This could be for possible ototoxic effects of an experimental drug or complete extensive evaluations on progressive neurologic impairments, among many other possibilities. I do not necessarily evaluate all of the patients that are seen for the research, but I help coordinate their appointments and help develop the necessary steps in the process (billing, protocol development, etc).

A passion that I did not know I had was being the inpatient coordinator for UCSF Health in the pediatric world. In this role I receive inpatient referrals from any department in the system, which mostly consists of Hematology/Oncology, Cardiac ICU, Pediatric ICU, and the NICU. However, the referrals can come from anywhere. Once I receive the referral, I do a thorough case history and determine what the next steps should be (e.g., ABR under anesthesia, bedside exam, ototoxic monitoring, etc) and get the kiddo scheduled (most of the time it is urgent so I end up seeing them). This has been such a highlight over the past couple of years and I feel I can really make a difference in patient's lives.

So, that is a brief update on me since my time at CU Boulder ended. I am extremely happy that I still stay connected to the program through these periodic updates and from all the great students that I am fortunate keep coming my way! I hope everyone keeps up the great work in our field and I hope to be meeting many more alumni and current students soon!



Alumni Updates!

Haley McTee, Class of 2020



Hello! My name is Haley McTee and I am an audiologist at Boys Town Hospital in Omaha, Nebraska. I am from Colorado, so when I was applying for externships, I never expected to actually live outside of Colorado. However, I accepted my externship position at Boys Town and... I haven't left! While living away from home, my family, and friends has been challenging (especially during a pandemic), it has also been a great experience and I feel so grateful for it.

After graduation, I finally returned to one of my old hobbies: wildlife photography and birding (AKA "Bird Watching"). This hobby became extremely important to me during the initial phase of the pandemic because, for the first time ever, I was essentially alone majority of the time and living in a different state. During this time, I drove all over Nebraska in search of various species of birds... and I found them! While this time came with many hardships (and tears!), some of the experiences I had with photography are now some of my fondest memories. For example, the photo I have shared is of a Short-Eared Owl I found after stopping on a random dirt road on a whim. The timing was impeccable, as she flew directly towards me for the perfect photo opp.

In general, life in Omaha is a lot of fun. There are so many things to do, great restaurants to eat at, and new places to explore. At Boys Town, I am fortunate to have the opportunity to work with people of all ages and perform sedated/unsedated ABRs, vestibular testing, program hearing aids, and participate in the Down syndrome Clinic.

A big THANK YOU to Dr. McTee and Dr. Carr for sharing photos and updates!

It's so fun to keep in touch with you!
Email me at fredrict@colorado.edu if you're up for being featured in a future newsletter! (Or I might just reach out to you, so be on the lookout!)

I realize now that if I hadn't taken the leap to apply for an externship outside of Colorado, I would not have had the chance to have all of these experiences, which have honestly been some of the greatest of my life! So my advice to you is this: even if it's scary, take the leap. You never know what awaits you, and the best is yet to come.

AuDs & Ends: News about CU's AuD Program

2501 Kittredge Loop Rd
Boulder, CO 80309-0409

I hope you've enjoyed this issue of our AuDs & Ends newsletter! We'd like to share news with you twice per year – every August and again in January.

If you think you know someone who'd be interested in receiving this newsletter, please share it with them!

Thank you for supporting our students and our program!

Visit our website: slhs.colorado.edu