

Procedure For
Oral Comprehensive Clinical Examination

Third year, Second Semester AuD students

Rationale: The purpose is assuring the in-house faculty of the clinical readiness of the third year, second semester AuD students prior to their fourth year placements. The academic readiness for the completion of their final year will be accomplished via the attainment of a minimum of a B average across all courses taken to that point in time.

General Structure: The student will sit for a two-hour oral examination to be presented and graded by a panel of two to four audiology faculty members (including both clinical and academic faculty). The faculty will present three clinical cases (@ 20 minutes each) and single, clinically oriented questions (ten over the next 50 minutes not related to a specific clinical scenario). The clinical cases will include the needed history information about the patient or the clinical situation to start the case. Pre-determined questions about the clinical scenario will be asked and any additional information about the patient will be available upon request by the student. Additional test findings, when requested, will be presented in the form of raw test data to be interpreted by the student. The single questions will be open-ended, brief answer format that may involve interpretation of a specific piece of clinical data, decision about when a test should be used, decision about a hearing aid selection issue, etc.

Nature of Clinical Cases: The clinical cases will involve one from each of the following areas:

- Complex diagnostic situation (auditory, vestibular or both) that will involve the student having to request and interpret the correct tests to achieve the correct outcome for the specific patient's situation. [Adult]
- A rehabilitative case involving the selection, fitting and or aural rehabilitation of a patient requiring a hearing aid. [Adult]
- A case that combines diagnostics leading to rehabilitative recommendations in the auditory arena. [Child under age 5]

Nature of the Single Questions: These should be on topics that are not covered in the three clinical cases. They would involve a wide variety of topics, all of a brief answer format. Examples might include: presentation and interpretation of clinical test results; recommendation for the next logical evaluation step; and recommendations for rehabilitative or medical follow up. These and the three clinical cases should cover the full area of required clinical exposure.

Grading Structure: Each of the clinical cases would have multiple parts. Each case would be worth a maximum of 50 points. The single questions would each be worth 5 points per question. This would bring the total number of maximum points to 200. The examination panel would judge whether the correct answer was provided and the number of points awarded, out the total available, for any given question. A total percentage score of 85% or better would be needed to pass the examination.

Non-pass results: Students who do not achieve the 85% but not lower than 65% will be given areas of deficit to review and an opportunity to take a repeat examination. Only one repeat of the examination will be allowed, with only minor review. Students who do not pass the second time, or have an initial score less then 65%, will need to repeat a class or extensive individual study with a faculty member (the panel's choice), before being allow a another opportunity to take the examination. When an extensive review is imposed prior to re-examination, it is likely to result in a delayed start date for the student's fourth year externship.

Examination Materials: A pool of clinical cases and single questions need to be developed, preferably in a PowerPoint format for presentation during the examinations. A minimum of 10-12 clinical cases and 30 single questions should be in the pool for rotation use in various combinations. Stats should be kept to evaluate the questions for elimination of "bad" questions from the pool, over time.