

Occupational Audiology (CSD 833) Syllabus

University of Wisconsin – Stevens Point/Madison AuD Consortium - Summer 2022

Instructor

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Office Location

CPS 048

Office Hours (via Zoom)

By appointment

Class Time

Asynchronous Online
course

Course Overview

The consideration of principles and issues regarding the effects of noise on people, of federal and state regulation of workplace noise, and of the practical aspects of hearing conservation for those exposed to occupational noise, non-occupational noise, or both.

Instructional Format

This class will consist of online discussions, quizzes, individual and group assignments. There may be brief recorded lectures posted as needed. The text will be supplemented with handouts, reference articles and other resources posted in Canvas.

Recommended Text

Hutchinson, T. L., & Schultz, T. Y. (Eds.). (2014). Hearing Conservation Manual, Fifth Edition. Council for Accreditation in Occupational Hearing Conservation (CAOHC).

The instructor and students will provide additional readings and resources.

Online course management:

Canvas <https://www.uwsp.edu/canvas/Pages/default.aspx>

Time Commitment

An “in-person” 2-credit summer course would meet in the classroom for 3 hours and 20 minutes per week, and significant additional time would be required outside of class for reading, studying, and completing assignments. Keeping that in mind, if you find that the workload of this course is too high, please let me know. If you contact me about this, please give me an approximate idea of how many hours per week you have been spending on each requirement (for example, 2 hours reading articles, 3 hours posting to the discussion, 3 hours reading the discussion, etc.), and this will help me consider how I might modify the requirements.

Learning Outcomes

- Students will discuss how the auditory system is affected by noise and the interaction of noise and other factors.
- Students will evaluate hearing screening results to determine appropriate follow-up for workers.
- Students will demonstrate the ability to select, fit, and evaluate the protection provided by personal hearing protection devices (HPDs).
- Students will analyze current OSHA hearing conservation program (HCP) guidelines and re-design a HCP that incorporates audiological best practice guidelines.

CFCC 2020 Standards

The following CFCC standards (specifically related to acquired hearing loss and occupational settings) are completed in this course.

- A2. Effects of pathogens, and pharmacologic and teratogenic agents, on the auditory and vestibular systems – Assessed via graded quiz
- A4. Principles, methods, and applications of acoustics, psychoacoustics, and speech perception, with a focus on how each is impacted by hearing impairment throughout the life span - Assessed by graded discussion posts and passing grade on a quiz
- A5. Calibration and use of instrumentation according to manufacturers' specifications and accepted standards - Assessed by graded discussion posts, passing grade on a quiz, passing grade on a written assignment
- A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span - Assessed via graded discussion posts, a passing grade on a quiz
- A18. The role, scope of practice, and responsibilities of audiologists and other related professionals. - Assessed via graded discussion posts, passing grade on a quiz, and passing grade on a written assignment
- B1. Educating the public and those at risk on prevention, potential causes, effects, and treatment of congenital and acquired auditory and vestibular disorders - Assessed via passing grade on a written assignment
- B2. Establishing relationships with professionals and community groups to promote hearing wellness for all individuals across the life span. - Assessed via graded discussion posts
- B4. Utilizing instrument(s) (i.e., sound-level meter, dosimeter, etc.) to determine ambient noise levels and providing strategies for reducing noise and reverberation time in educational, occupational, and other settings – Assessed via passing grade on written assignment
- B6. Conducting hearing screenings in accordance with established federal and state legislative and regulatory requirements. – Assessed via graded discussion post and passing grade on quiz
- B7. Participating in occupational hearing conservation programs. – Assessed via passing grade on written assignment and graded discussion posts
- E18. Providing HATS for those requiring access in public and private settings or for those requiring necessary accommodation in the work setting, in accordance with federal and state regulations – Assessed via passing grade on written assignment.

Assignments

Threaded discussion– (Discussion leader 14 points (1 week), regular posts 8 points/week (7 weeks)) 70 points total. For this course to be successful, you will need to participate in the discussion at least several times per week, every week (specific requirements described below). If you would like to request an excused absence due to illness or emergency, please contact me and we will figure out appropriate arrangements. You do not need to contact me if you will be “absent” from the course for 2-3 days if you are still meeting the deadlines and participating in the course at least several times per week. Unsatisfactory course attendance will hurt your grade.

You will receive points each week based on your contribution to the discussions. If you follow the requirements and your discussion posts are original, relevant, and important and you read all the discussion posts, you will earn full points for the week. If you don't meet one (or more) of these criteria, you may receive partial (or zero) points. Please remember that you are required to read the entire discussion each week. It is your choice as to how in-depth your reading will be. Discussion leaders are held to a higher standard, so they can set the stage for the discussion that week.

Please see the section below entitled “requirements for threaded discussions” for more information about the differences between being a discussion leader and making regular posts.

HP evaluation assignment – 20 points. You will evaluate the effectiveness of a set of hearing protectors and compare that effectiveness to the manufacturer’s reports of NRR. You will collect the data required to complete this assignment. Each student will need to write up their own lab report and submit it through CANVAS.

Practice problems – 20 points. You will be given a set of audiogram problems to evaluate. They will help you better understand how to determine threshold shifts, baseline revisions and determine appropriate follow-up. These will be completed and uploaded to CANVAS.

Quizzes – 2 quizzes - 20 pts each. The quizzes will be taken via Canvas during a designated time window. Let me know right away if you have technical difficulties.

Hearing conservation protocol/resource manual – 50 points. The class will be divided into 2-3 groups (depending on the final number of student participants) to develop a comprehensive resource/protocol manual that can be used to implement a hearing conservation program but adapted to include Audiological best practice guidelines in addition to the OSHA requirements. The manual will be divided into 5 sections. Four (4) sections that make up a hearing conservation program; noise control/monitoring, audiometric monitoring, hearing protection devices (HPD)/training, and program recordkeeping and one (1) section that provides information about possible HATS appropriate for various occupational settings.

Refer to the course schedule. This schedule is tentative and subject to change. Any changes will be announced by email, or on CANVAS.

Grading

Total points = 180

Late assignments will be reduced by 2 points per day unless prior notification of late submission has been approved. Assignments not submitted by the last day of class (without prior approval) will be entered in the gradebook as 0 points.

Any missed assessments (e.g., due to illness, family emergency on day of exam), may or may not be made up, at the discretion of the instructor. Advance notification, if possible, should be given. While it is understood that “life happens,” due date policies are instituted to foster equal opportunity for each student in the class. Out of respect to your fellow classmates, please act and plan responsibly to meet the same time requirements as the rest of the class. Discuss any concerns with the instructor as soon as possible.

You are responsible for keeping track of points earned on assessments in case there is a discrepancy between your records and the instructor’s records. All discrepancies must be brought to the attention of the instructor before the last week of class.

Grading Scale: Your final grade will be determined by the percent of points you earn out of a possible 180:

Because of the different grading scales used on each campus, the grades will be awarded from the following table based on the student’s home campus scale.

UW – SP Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentage	100.00- 92.00	91.99- 90.00	89.99- 88.00	87.99- 82.00	81.99- 80.00	79.99- 78.00	77.99- 72.00	71.99- 70.00	69.99- 68.00	67.99- 60.00	<60.00
UW–Madison Letter Grade	A	A-B		B	B-C		C	C-D		D	F

Deadlines and Time Zones

All deadlines are according to Central Daylight Time. If you are in a different time zone and find it difficult to adhere to the CDT deadlines, please let me know and we can consider alternate arrangements.

Requirements for Threaded Discussions

- All students are responsible for *reading the entire* discussion every week. Your responsibilities for *posting* to the discussion are detailed below.
- All students must read the required readings. Additional readings will be posted to CANVAS by me and other students in the discussion. Even if you do not read all the additional readings, you should download and save them for future reference. You should plan to monitor/read the discussion on at least 3 days per week that are not all consecutive (it's fine if you read on 2 consecutive days plus 1 non-consecutive day), and you should post to the discussion at least 2 (preferably non-consecutive) days per week. The online discussion experience will be better for everyone if all students check in and post regularly. **Ideally, your first response will be by Wednesday evening and second post by Friday evening so there aren't a flurry of posts at the end of the week making discussion difficult.**
- **The "discussion week" will run from Monday morning at 9:00 am until Sunday morning at 9:00 am (CDT). Except for week 8 (see below).**
- All posts for the week must be completed by Sunday at 9:00 am (CDT). Except for week 8 (see below).

Week 1:

- Complete the required reading.
- The "getting to know you" questions are optional and do not count toward points for week 1.
- Make at least two (2) *original, relevant, and important* posts to the discussion. Your 2 posts may include any combination of ideas that you've come up with on your own, as well as answers to my posted questions. As an example, your 2 posts may include an answer to one of my questions plus one post in which you share your own idea.
- It is NOT a requirement that all my questions must be answered.
- If possible, your posts should span different levels of thinking (see below). But ultimately, I'm not grading your discussion posts based on depth of knowledge or complexity of information. You will get out of this course what you put into it so the more you participate in the discussion, the more interesting it will be for everyone. You will get full points if you post twice each week and read the other posts. Just agreeing with another student's opinion doesn't count as an independent post but could certainly be an additional post that supports the discussion. If you are having trouble thinking of something to post, read the "Levels of Thinking" description to help you get some ideas.
- Please also see the guidelines below on "answering questions and participating in the discussion."

Weeks 2-7:

- Complete the required readings.
- If you are not the discussion leader: Make at least two (2) *original, relevant, and important* posts to the discussion. Your 2 posts may include any combination of ideas that you've come up with on your own, as well as answers to the posted questions. As an example, your 2 posts may include an answer to one of the discussion leaders' questions plus one post in which you share your own idea.

- Students who are assigned to post questions for the week (discussion leaders) will post them no later than Monday at 9:00 am; however, they may be posted earlier.
- *ALL* students will participate in the discussion throughout the week. See specific requirements below on “posting questions” and “answering questions and participating in the discussion.” Discussion Leaders are not required to make additional posts other than responding in their own discussion (see below under “posting questions”); however, these students are still required to read the entire discussion, and they can make additional optional posts.

Week 8:

- Complete the required reading. For this week, the required readings are final projects posted by your classmates.
- Points this week will be for posting feedback to your classmates about their projects and giving me feedback about the course overall. I’d like opinions or thoughts about what activities were helpful or not as helpful for learning during this class. I appreciate the constructive feedback as I will use it when planning the next course.
- All posts must be completed by Friday (8/12) by noon.

Discussion Leaders - Posting Questions:

- You must post at least 3 questions, and the questions will preferably span at least two different levels of thinking (see more info toward the bottom of the next page).
- Your questions must fit within the topics for that week. I recommend coordinating in advance with the other students who are assigned to the same week so that the questions are not repetitive. You could each choose different sub-topics on which to post.
- *All questions for the week must be posted by Monday at 9:00 AM.* You may post your questions as early as Friday the previous week; however, students will not be answering them until the assigned week.
- At least one of your questions must refer to a reading other than the required readings. This reading may be a peer-reviewed journal article, a reputable non-peer-reviewed journal article (such as from *Hearing Journal*), or a reputable website. Post the reading, or a web link to it, with the question(s) that refer to it.
- Each question should be posted as its *own new message* under “[yourname]’s discussion.”
- Write your question in the body of the message. After writing your question, summarize the *main point* of the question as well as possible in the subject line. (Characters are limited in the subject line, so do the best you can).
- You are responsible for monitoring your discussion. You are not required to monitor it every day, but you should monitor it on at least 3-4 days throughout the week. Read all the answers that are posted to your questions and respond to answers if necessary. (You do not need to respond to all answers, but please respond to an answer if you believe there is something you need to respond to).

Answering Questions and Participating in the Discussion:

Requirements:

- During a week when you are *not* writing questions, you must make at least 2 *original, relevant, and important* posts to the discussion. Your 2 posts may include any combination of answering others’ questions and making your own points. Basic posts, such as simply agreeing with a previous poster, do not count toward your 2 required posts unless you expand on your “basic” response with additional original, relevant, and important information. If possible, your posts should span different levels of thinking (see below). But ultimately, I’m not grading your discussion posts based on depth of knowledge or complexity of information. You will get out of this course what you put into it so the more you participate in the discussion, the more interesting it will be for everyone. You will

get full points if you post twice each week and read the other posts. If you are having trouble thinking of something to post, read the “Levels of Thinking” description to help you get some ideas.

- If you answer others’ questions, try to answer questions across different levels of thinking.
- Do not duplicate others’ posts or others’ answers to questions. You will not receive credit for a post that is redundant with information already posted by another student (unless you were—unknown to each other—composing similar posts at the same time. You can make an original post that *expands on* or replies to a previous post, as long as you add original information or a new substantial thought.
- Some students find it helpful to think of their posts as answers to short-answer exam questions. Your posts should be accurate and informative, clearly written, and as free as possible from spelling and grammatical errors. I suggest composing your posts in Word (or another word processing program) and pasting them on to the discussion board.
- The following questions might be helpful if you are struggling with what to post as either a discussion leader or a regular participant:
 - Did the leader stimulate a thought-provoking discussion?
 - Did the leader respond to other students' inquiries (and in a respectful way)?
 - Did the leader expand the discussion beyond original posed questions?
 - Did the student contribute to a thought-provoking discussion?
 - Did the student respond to other students’ posts in a respectful way?
- If any questions are posted early (for example, a student may post their questions for the following week on the Friday before that week), please do not post any answers until Sunday evening (the day immediately preceding the assigned week).
 - If you answer early questions that are assigned to the following week, it will count toward your grade for the following week. For example, if you answer an early question on Sunday evening June 19, it will count toward your grade and requirements for the week of June 20.

Additional Suggestions:

- If you answer a question or expand on a previous post, be sure to “reply” to the question or post; in other words, choose “reply” instead of “compose.”
- If your post is *not* an answer to someone’s question or a reply to a previous post, post it in the discussion board “additional questions and discussion” for that week.
- If you accidentally post something or want to delete a post, let me know and I can delete it.
- You are encouraged but not required to make more than the minimum number of posts.
- It is NOT a requirement that all posted questions must be answered, although you are definitely encouraged to answer the questions.

Levels of Thinking:

Level 1: Remember or understand; emphasis is on recall or literal understanding

Verbs: list, describe, recall, define, identify, summarize, list

Questions or posts that require Level 1 thinking involve recall or summary of information.

Level 2: Use or apply what has been learned in a new way; break knowledge down into its component parts

Verbs: organize, classify, apply, compare, contrast, categorize, break down or take apart, combine

Some examples of questions or posts that would require Level 2 thinking:

- Presents new information related to the problem.
- Presents a new, related idea for discussion.
- Presents a new solution to a problem.
- Clears up ambiguities; clarifies information.
- Brings information from outside sources to the problem.
- Brings information from experience (such as clinical experience) to the problem.
- Compares and contrasts different interpretations of or solutions to a problem.
- Provides examples.

Level 3: Assess the value (i.e., critique) ideas or solutions; integrate pieces of learning into a new whole

Verbs: design, reconstruct, reorganize, create, develop, propose, interpret, judge, justify, critique, evaluate

Some examples of questions or posts that would require Level 3 thinking:

- Uses pieces of known information to identify and clearly describe a *new* problem (i.e., not the problem that is already specifically discussed).
- Integrates previous and/or new information to create a unique, original interpretation or solution.
- Discusses advantages and disadvantages of a solution.
- Justifies a solution.
- Critiques an issue, an interpretation of an issue, or a solution.

Adapted from Bloom's taxonomy

Recorded lectures and Zoom meetings

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings for CSD 833 are protected intellectual property at UWSP. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Inclusivity Statement (Adapted from Lynn Hernandez, Brown University)

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Please communicate any concerns or accommodation requests to the instructor.

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and

- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext. 3568	Academic and Career Advising Center, 320 Albertson Hall, ext. 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Regarding the Use of On-Line/Electronic Means to Hand in Assignments:

This course will utilize CANVAS. Any known problems with the CANVAS system (e.g., if the system is down) will be acknowledged and addressed if/as these problems arise. However, problems with CANVAS or other computer problems will not be recognized as a valid reason for not turning in other assignments by the assigned date/time. For example, a

computer crash is not an acceptable reason for not turning in your assignment. If computer problems persist, please contact the instructor.

Plan ahead and be organized to minimize computer difficulties. Save your work early & often, and back it up.

Professionalism:

You are entering a professional preparation program and your conduct in class represents you as a professional. Professional and ethical behavior and attitude are expected. This includes, but is not limited to, respect and tolerance of others, and acting responsibly and with integrity.

For examples of Codes of Ethics for Speech and Hearing Professionals, see:

American Academy of Audiology Code of Ethics

<http://www.audiology.org/resources/documentlibrary/Pages/codeofethics.aspx>

Or American Speech-Language Hearing Association Code of Ethics

<http://www.asha.org/policy/ET2010-00309/>

CANVAS for this course is enabled for plagiarism detection.

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course

- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the University System Administrative Code, Chapter 14.