



CS&D 832: Pediatric Audiology

Spring semester, 2022

MW 8:15-9:30 AM, GNH room 412, via distance technology with UWSP

The first class day will be January 24th, 2022 and the final class day will be May 4th, 2022

INSTRUCTOR

Rachel Lee, Au.D., CCC-A 335 Goodnight Hall
Office #: 608/262-6467 Cell #: 608/422-1126 E-mail: rachel.lee@wisc.edu

INSTRUCTOR AVAILABILITY

Office hours will be conducted upon request, in-person or via Zoom

READER/GRADER

Veronica Lane, B.S. E-mail: velane@wisc.edu

CREDITS

3 credits. The credit hours are met by three hours (i.e., 150 minutes) of classroom or direct faculty instruction and a minimum of six hours of out of class student work each week over approximately 15 weeks. Out of class work will include readings, quizzes, self-guided lab assignments, preparing presentations, etc.

COURSE DESCRIPTION

Per UW-Madison Catalog 2021-2022:

Study of normal physical, social, cognitive, speech and language and auditory development in children, the causes and effects of childhood hearing loss, hearing screening and the principles of early intervention, and the behavioral and objective assessment of hearing in children. Enroll Info: Grad st & cons inst, Com Dis 850, 851, 852, 858

Requisites: Graduate/professional standing

INSTRUCTIONAL MODALITY.

In-person.

REQUIRED TEXTS

Tharpe, A.M., & Seewald, R. (Eds.) (2017). *Comprehensive Handbook of Pediatric Audiology*, (2nd ed). CA: Plural Publishing

Katz, J. (2014). *Handbook of Clinical Audiology*, 7th Edition. Lippincott Williams and Wilkins: Philadelphia, PA.

RECOMMENDED TEXTS

Madell, J., & Flexer, C. (2013). *Pediatric Audiology: Diagnosis, Technology and Management*, (2nd ed). NY: Thieme Publishers

Schwartz, S. (2007). *Choices in Deafness: A Parent's Guide to Communication Options*, (3rd ed). Woodbine House: Bethesda, MD.

COURSE WEBPAGE

Access through <http://canvas.wisc.edu/>

All course materials (syllabus, lectures, assignments) will be available on [Canvas](#). Lecture slides will be made available at least one hour before class. *It is the student's responsibility to check for updates.*

If needed, please log-in to Zoom via the Canvas page. Doing so ensures you can access all of the features of Zoom available through your UW account.

[Technology Guidelines and Recommendations](#) for instruction. Students should consult these resources prior to the start of the semester.

DIVERSITY, EQUITY, AND INCLUSION

"Diversity is a source of strength, creativity and innovation for the University of Wisconsin-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities and opinion enrich the university community." - *Excerpt from UW-Madison's Institutional Statement on Diversity.*

I want our learning environment to be one that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!
- If you feel like your performance in this class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.
- I, like many others, am still in the process of learning (and unlearning) about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

REGULAR AND SUBSTANTIVE STUDENT-INSTRUCTOR INTERACTION

Instructor will engage with students via direct instruction, via feedback on student work, and by providing information about the course content. Instructor will regularly interact with students at scheduled class times and additionally as requested during office hours. This interaction is completed minimally twice per week. Class meetings will include instructor presentations, discussions, exams, skill development exercises, and in-class small-group work.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to

- Describe embryological development of the human ear and discuss its relationship to childhood hearing loss.
- Integrate knowledge of genetics into pediatric audiology clinical practice.
- Demonstrate how childhood disorders can affect the auditory system.
- Describe typical childhood development and its effects on clinical practice, including selection of appropriate tests, procedures used, and appropriate interventions.
- Accurately measure and interpret a child's hearing ability by eliciting an effective case history and obtaining electrophysiological and behavioral test results as needed.
- Describe and justify the EHDI system and identify barriers and solutions to successful progression through this system.
- Develop culturally competent, family centered, evidence based recommendations for the pediatric audiology population.
- Develop leadership skills and use them in your pediatric audiology practice.
- Identify children with auditory processing disorders (APD), develop an evaluation test battery for auditory processing disorders using behavioral and physiological measurements.

COURSE CONTENT

This course consists of six units in the following order

- I. Embryology and Genetics
- II. Causes of Childhood Hearing Loss
- III. Pediatric Hearing Assessment
 - Behavioral assessment
 - Objective assessment & test battery
- IV. EHDI + Communication Opportunities
- V. Special Considerations
- VI. Case Presentations

COURSE REQUIREMENTS AND GRADING

You must complete all requirements and assignments to a satisfactory degree (B or better), regardless of your grade in the rest of the class, to pass the class.

- **Unit Quizzes:** 25% (4 @ 6.25% each)
- **Cause of Hearing Loss Presentation:** 5%
- **Case Study Presentation:** 15%
- **VRA Lab Assignment:** 10%
- **CAPD Lab Assignment:** 10%
- **Class Participation:** 5%
- **Final Exam:** 30%

UNIT QUIZZES

Unit quizzes will be administered at the end of each unit on Canvas. You can complete them on your own time, but once you start each quiz will have a time limit. You may only take the quiz once, but you can use your notes. You must take the quiz by yourself and cannot share questions/answers with your classmates. The questions will contain a combination of multiple choice, true/false, fill-in-the-blank, and short answer questions, but there may be long answer questions. See the [schedule](#) for specific quiz dates.

STUDENT PRESENTATIONS

Two presentations will be given during class; an informal cause of childhood hearing loss presentation and a formal case presentation. See the [assignment descriptions](#) for additional information.

LAB ASSIGNMENTS

1. **VRA:** Students will participate in a lab related to the topic of Visual Reinforcement Audiometry (VRA). You will need to work on the lab in groups outside of class time. Instructions and a rubric for the lab will be provided after the VRA lecture.
2. **CAPD:** Students will participate in a lab related to the topic of CAPD. You will need to work on the lab outside of regular class time. Although you may work with a partner or in a group for parts of the lab, the lab write up should be done individually. You will be given instructions for the lab assignment after the first CAPD lecture.

CLASS PARTICIPATION AND PREPARATION

You are expected to come to class prepared, and to make contributions to class regularly. Participation is worth 5% of your overall grade. My expectation is that you will participate at least once a week, by either contributing to the course discussion, posting a question/thought on the class on the week's Canvas Discussion board, or responding to a classmate's question/thought on the Canvas Discussion board*. If you opt to contribute via the Canvas Discussion board, your contribution must show *graduate*-level analysis of the content. Your contribution must be made by the following Sunday, at 11:59 pm, for credit (e.g., week of March 14, contribution must be made by March 20 at 11:59 pm).

*Our campuses have different spring recesses this semester. During the week that your campus is *in session*, you will be required to complete a case study assignment to earn full participation points. Details to come at a later date. See [course schedule](#) for dates.

*In Unit IV we will be discussing Communication Opportunities. During this week, you will *all* be required to contribute to the Canvas Discussion to earn that week's participation points. You will be assigned to different chapters from *Choices in Deafness* (see below) and must respond to all of the questions for your chapter and a response to a classmate's post from another chapter group to earn full participation points. The due dates for this assignment are different than in a normal week. See [course schedule](#) for dates.

Chapter	Students
Chapter 9	Marisa, Liz, Elizabeth
Chapter 10	Vee, Kelly, Kylie, Blake
Chapter 11	Jenny, Mary, Jessica
Chapter 13	Lindsey, Serena, Katelyn

FINAL EXAM

The final exam will be available on Monday, May 9th at 8:00 AM and must be submitted by 11:59 PM. The exam will be open-book and will contain cases, with short and long essay questions. You must not share the questions with your classmates, and must work alone on the exam. Failing to do so will result in a "0" grade for the exam. Even though the exam will be open-book, it will require you to synthesize information from the entire

semester, and will require good clinical decision-making. If you are not able to attend an exam due to illness or emergency, please contact Dr. Lee in advance. Unexcused absences for the final exam will result in a "0" grade for the exam.

GRADING SCALE

UWSP Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentage	100-92	91.9-90	89.8-88	87.9-82	81.9-80	79.9-78	77.9-72	71.9-70	69.9-68	67.9-60	<60
UW-Madison Letter Grade	A	AB		B	BC		C	CD		D	F

GENERAL GRADING INFORMATION

If you do not understand why you earned a particular grade, please feel free to talk to me or our reader/grader about it. If we believe that a change in grade is warranted following our discussion, I will make the change. If you believe we made a mathematical or factual error in grading, please let me know. If you believe there was a factual error, please provide a clear explanation and refer to specific slides or page numbers from the reading(s) to substantiate your claim.

What your grade means:

A: Strong to excellent work that demonstrates mastery of concepts and exceeds the minimum expectations for an AuD student. "A" work is precise, accurate, and incorporates all relevant details.

A-/B+: Solid work that demonstrates an understanding of essential concepts and meets expectations for an AuD student. There may be some inaccuracies of details or less clarity than "A" work.

B: Demonstrates understanding of the essential core/critical concepts, although there are inaccuracies or misunderstandings of some information. "B" work meets the minimum expectations for an AuD student, but the student is encouraged to improve his/her performance to develop a stronger foundation for future classes, clinical experiences, and licensing and certification exams.

BC or B- and below: The work does not meet the minimum expectations for an AuD student. There are inaccuracies or conceptual misunderstandings that the student must overcome to be competent in the fundamentals of the audiology profession.

POLICIES

E-mail communication

I recommend that you check your school email account at least once per weekday for any important class announcements, and I will do the same. However, I cannot guarantee that I will always check email on evenings and weekends, so please plan ahead to avoid last-minute weekend or late-night emergencies. **You are not permitted to turn in an assignment late because you are waiting for a reply from me.**

Class attendance

You are expected to attend class regularly. Repeated absences, especially unexcused absences, may result in failure of the class, or the need for a written improvement plan to improve attendance. Excused absences will be granted for reasons such as illness/injury, family emergency or major event, travel to a professional conference, etc. All absences must be discussed with me as soon as possible and before class, unless there is truly a last-minute emergency. I reserve the right to ask you for documentation of excused absences, especially if you have repeated absences. If you are concerned that a family or

personal situation will cause you to miss class repeatedly, please discuss this with me so that we can find a solution.

Late assignments

- Unexcused late assignments turned in up to 60 minutes late will receive no penalty.
- A penalty of minus two percentage points will apply to assignments received 61 minutes late through 11:59 pm on the due date.
- A penalty of minus three percentage points will apply to assignments received from 12:00 am through 11:59pm the day after the due date.
- If unexcused late assignments are turned in beyond the day after the due date, they will receive a penalty of minus three percentage points for the day after the due date, followed by a penalty of minus five percentage points for each subsequent day they are late.

Excused late assignments

Excused late assignments will be allowed (without penalty) for illness, emergency, etc. For a late assignment to be excused, you must discuss this with me BEFORE it is due, unless there is truly an unexpected last-minute emergency, in which case you must discuss it with me as soon as possible. I reserve the right to ask for documentation of excused reasons.

PRIVACY OF STUDENT RECORDS AND THE USAGE OF AUDIO RECORDED LECTURES

See information about [privacy of student records and the usage of audio-recorded lectures.audio-recorded-lectures/](#)

Usage of Audio Recorded Lectures

Lecture materials and recordings for CS&D 832 are protected intellectual property at UW-Madison. 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 have 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.

STUDENT RULES, RIGHTS, & RESPONSIBILITIES

UW-Madison [Face Covering Guidelines](#)

While on campus, all employees and students are required to wear [appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a private, unshared laboratory or office space; when traveling alone in a private vehicle; and when exercising outside in a way that maintains 6 feet of distance from others.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

Quarantine or Isolation Due to COVID-19

Students should continually monitor themselves for COVID-19 symptoms and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

ACADEMIC POLICIES

All students should be aware of the expectations for academic integrity at the University of Wisconsin. The following information is from Academic Misconduct Rules and Procedures: Guide for Instructors prepared by the Office of the Dean of Students, 75 Bascom Hall (Fall 2001):

[Academic Integrity](#): Academic honesty requires that the course work (drafts, reports, examinations, papers) a student presents to an instructor honestly and accurately reflects the student's own academic efforts. UWS 14.03 defines academic misconduct as follows:

"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
- (f) assists other students in any of these acts."

Examples include but are not limited to: cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source; using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; stealing examinations or course materials; signing another person's name to an attendance sheet; hiding a book knowing that another student needs it to prepare an assignment; collaboration that is contrary to the stated rules of the course, or tampering with a lab experiment or computer program of another student.

If academic misconduct has occurred, the student may be subject to one or more of the following penalties: an oral or written reprimand, a lower grade or a failing grade in the course, university disciplinary probation, suspension, or expulsion. See additional information regarding academic misconduct at <http://www.wisc.edu/students/UWS14.htm> or www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx

Academic Misconduct

The use of another person’s work without proper referencing is considered to be plagiarism and is not acceptable. Work in which plagiarism is found will receive the grade of an “F”. Students found to be using materials for assistance on examinations that are not allowed by the instructor will receive an “F” for that examination.

Students with Disabilities

If you are a student with a documented disability and wish to discuss academic accommodations to complete reading or written assignments, examinations, quizzes, or oral reports, please contact me within the first two weeks of the semester to discuss your needs.

Religious Conflicts

In accordance with University of Wisconsin policy (UWS 22), any potential conflict between class requirements and religious observance must be made known to an instructor within the first two weeks of class. The student must notify the instructor of the specific day(s) or date(s) of specific religious observances for which the student seeks relief from academic requirements.

KASA/CFCC Requirements

The following table lists the CFCC standards that are covered in this course and indicates how each standard is assessed.

A passing grade is a B or better. If a student fails to complete any of the tasks listed below with a passing grade, they will work with the course instructor to either redo the task or complete an additional task to demonstrate competency with this task. If a student is not able to complete the task, then an improvement plan will be initiated to remediate the skill in question. See the Au.D. student handbook section in improvement plans for further details.

Standard	Knowledge Area	Type of Documentation/Experience
A1.	Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology.	Passing grade on Unit I quiz Passing grade on final exam,
A1.	Genetics and associated syndromes related to hearing and balance.	Passing grade on Unit I quiz, Passing grade on final exam, Causes of HL presentation
A1.	Normal aspects of auditory physiology and behavior over the lifespan.	Passing grade on Unit III quiz Passing grade on final exam
A3.	Normal development of speech and language.	Passing grade on Unit III quiz, Passing grade on final exam
A3.	Language and speech characteristics and their development across the lifespan.	Passing grade on Unit III quiz, Passing grade on final exam
A2.	Effects of chemicals and other noxious elements on auditory and vestibular function.	Passing grade on Unit II quiz, Passing grade on final exam, Causes of HL presentation
A8, A16.	Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services.	Passing grade on Unit II, III, IV + V quizzes, Passing grade on exam, Causes of HL presentation
C4.	Pathologies related to hearing and balance and their medical diagnosis and treatment.	Passing grade on Unit II quiz, Passing grade on final exam, Causes of HL presentation
AA4.	Principles, methods, and applications of psychoacoustics.	Passing grade on Unit II quiz,

		Passing grade on final exam
A15, A16, D1-9.	Principles and applications of counseling.	Passing grade on Unit II, III, IV + V quizzes, Passing grade on final exam, Causes of HL presentation
A17-18, B5.	Consultation with professionals in related and/or allied service areas.	Passing grade on Unit II, III, IV + V quizzes, Passing grade on final exam, Causes of HL presentation
B1-2.	Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems.	Passing grade on Unit II, III, IV + V quizzes, VRA lab, CAPD lab Passing grade on final exam
B11-12.	Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive and age-and site-specific screening measures.	Passing grade on Unit III, IV + V quizzes, Passing grade on final exam,
C1-3, E1.	Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning.	Passing grade on Unit III Quiz, Passing grade on final exam, Causes of HL presentation
C4, C7-11, C13-16.	Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function.	Passing grade on Unit III Quiz, Passing grade on final exam, VRA lab, CAPD lab, Causes of HL presentation
C7, C12.	Conducting and interpreting otoacoustic emissions and acoustic immittance (reflexes).	Passing grade on Unit III Quiz, Passing grade on final exam
C15.	Evaluating auditory-related processing disorders.	Passing grade on Unit IV + V Quiz, Passing grade on final exam, CAPD lab
A10, C3, E5.	Evaluating functional use of hearing.	Passing grade on Unit IV + V Quiz, Passing grade on final exam
B9, B13, C1, E20	Referring to other professionals, agencies, and/or consumer organizations.	Passing grade on Unit II, III, IV + V quizzes, Passing grade on final exam, Causes of HL presentation

Course Schedule

The schedule is tentative and subject to change. Any changes will be announced in class, by email, or on Canvas.

Unit	Wk	Date	Topic	Readings <small>(required, recommended) T&S: Tharpe & Seewald, 2017</small>	Deadlines
Unit I: Embryology and Genetics	1	Mon, Jan 24	Introduction, Syllabus Review Embryology for Audiologists	T&S Chapter 1 p.3-16; Embryologic Chart (Canvas); Embryologic Development table (Canvas); <i>Moore & Linthicum, 2007</i> (Canvas)	Choose topic for presentations by Jan 26th at 8:15 AM
		Wed, Jan 26	Embryology for Audiologists	T&S Chapter 1 p.3-16 T&S Chapter 2 p. 23-30; Embryologic Development table (Canvas); Embryologic Chart (Canvas); <i>Moore & Linthicum, 2007</i> (Canvas)	

	2	Mon, Jan 31	Embryology for Audiologists: Abnormalities	T&S Chapter 1; p.16-19	
		Wed, Feb 2	Genetics for Audiologists	T&S Chapter 6, p.133-135; Jones & Jones, Ch. 3 (Canvas)	Share part I presentation PPT w/ RL by Feb 2 at 8:15 am (RL to provide feedback by Friday, Feb 4 at 11:59 PM)
Unit I Quiz: Due Sunday, Feb 6th at 11:59 PM					
Unit II: Causes of Childhood Hearing Loss	3	Mon, Feb 7	Hereditary: non-syndromic	T&S Chapter 5 p.106-112; T&S Chapter 6, p.135-137 <i>Mahdieh, Rabbani, & Ilnoe, 2012 (Canvas) Katz, Chapter 25</i>	Part I Presentation uploaded to Canvas by 2/8 at 4:00 PM
		Wed, Feb 9	Hereditary: syndromic	T&S Chapter 5 p.106-112; T&S Chapter 6; 137-145; Guidelines for Audiologists on the Benefits and Limitations of Genetic Testing (Canvas)	Part I of presentations
	4	Mon, Feb 14	Hereditary: syndromic		Part I of presentations
		Wed, Feb 16	Non-hereditary: environmental factors	T&S Chapter 5 p.112-117; T&S Chapter 9	Part I of presentations
	5	Mon, Feb 21	Non-hereditary: environmental factors		Part I of presentations
		Wed, Feb 23	Non-hereditary: environmental factors: otitis media	T&S Chapter 10 <i>Clinical Practice Guideline: Otitis Media with Effusion (AAP) (Canvas)</i>	
Unit II Quiz: Due Sunday, Feb 27th at 11:59 PM					
Unit III: Pediatric Hearing Assessment	6	Mon, Feb 28	Developmental Milestones	T&S Chapters 3 & 4	
		Wed, Mar 2	Developmental Milestones Pediatric Case History	T&S Chapters 3 & 4	
	7	Mon, Mar 7	Behavioral evaluations: BOA & VRA	T&S Chapter 23, p.591-598; Guidelines for the Audiologic Assessment of Children, ASHA (Canvas); Audiologic Guidelines for the Assessment of Hearing in Infants and Young Children, 2013 (Canvas) <i>Madell & Flexer, Chapters 6 & 7</i>	VRA lab assignment opens
		Wed, Mar 9	Behavioral evaluations: CPA & speech perception	T&S Chapter 23, p.598-605; Guidelines for Audiologic Screening (Canvas); Madell & Flexer, Chapter 10	

				<i>Madell & Flexer, Chapter 8</i>		
	8	Mon, Mar 14	No Class: Spring recess in Madison Stevens Point students work on VRA Lab + Case Studies			
		Mon, Mar 16				
	9	Mon, Mar 21	No Class: Spring recess in Stevens Point Madison students work on VRA Lab + Case Studies			
		Wed, Mar 23				
		VRA Lab + Case Studies Due Sunday, Mar 27th at 11:59 PM				
	10	Mon, Mar 28	Behavioral evaluations: Other considerations	T&S Chapter 24; Madell & Flexer, Chapter 9 (Canvas)		
Wed, Mar 30		Objective measures Clinical applications of electrophysiology	T&S Chapters 20, 21 Katz, Chapter 14 <i>Madell & Flexer, Chapter 15</i>			
Unit III Quiz: Due Sunday, Apr 3rd at 11:59 PM						
Unit IV: EHDI + Communication Opportunities	11	Mon, Apr 4	Early Intervention & Newborn Hearing Screening	T&S Chapters 15, 18; Katz, Chapter 23 NIH Consensus Statement (Canvas); JCIH 2019 Position Statement (Canvas); Wisconsin Sound Beginnings ; <i>Madell & Flexer, Chapter 4</i> (Canvas)		
		Wed, Apr 6	Communication Opportunities	Special Education Eligibility - WESP DHH ; Wisconsin School for the Deaf ; Wisconsin Families for Hands & Voices Choices in Deafness: Groups assigned to Chapters 9, 10, 11, 13 (Canvas)	Communication Opportunities Discussion Board Opens	
Unit V: Special Considerations	12	Mon, Apr 11	CAPD Overview + Assessment Guest Speaker: Amy Hartman, AuD, CCC-A	ASHA Practice Portal: CAPD AAA Clinical Practice Guidelines: CAPD, 2010		
		Wed, Apr 13	CAPD Interpretation Guest Speaker: Amy Hartman, AuD, CCC-A	ASHA Practice Portal: CAPD AAA Clinical Practice Guidelines: CAPD, 2010	CAPD Lab Assignment Opens Communication Opportunities Discussion posts due by 8:15 AM	
	13	Mon, Apr 18	Auditory Neuropathy Spectrum Disorder (ANSI)	T&S Chapters 11, 12; Guidelines for Auditory Neuropathy (Canvas) <i>De Siati et al., 2020 (Canvas)</i>		

		Wed, Apr 20	Mild and Unilateral Hearing Loss	T&S Chapter 37; Unilateral Hearing Loss, Best Practice Guidelines, 2011 (Canvas) <i>Lieu, Tye-Murray, & Fu, 2012 (Canvas)</i> <i>Madell & Flexer, Ch. 31 (Canvas)</i>	
Unit IV & V Quiz: Due Sunday, April 24th at 11:59 PM					
	14	Mon, Apr 25	Whole Group Case Review		Group 1 Submit PPT to Canvas by 8:15 AM on 4/25
		Wed, Apr 27	Case Study Presentations		Group 2 Submit PPT to Canvas by 8:15 AM on 4/30 Part II of presentations
Unit VI: Case Presentations	15	Mon, May 2	Case Study Presentations		Group 3 Submit PPT to Canvas by 8:15 AM on 5/2 Part II of presentations
		Wed, May 4	Case Study Presentations		Part II of presentations CAPD Lab Assignment Due 11:59 pm
Mon, May 9			Final Exam opens at 8:15 AM (due by 11:59 PM)		