

Course Syllabus

[Jump to Today](#)



University of Wisconsin-Madison

Communication Sciences and Disorders

Cynthia Fowler, Ph.D., Instructor

Course: CSD 849: Geriatric Audiology: Diagnosis and Rehabilitation

Term: Spring, 2019

Schedule: Wednesdays 3:20-5:00 PM

Room 412 Goodnight Hall

Course Content

This course will cover anatomical, physiological, and psychosocial changes with aging and their effects on the communication deficits experienced by older adults. The student will be familiarized with theories of aging and their application to the aging auditory system. Because these changes with aging include both peripheral and central nervous system deficits, many older individuals face significant hearing difficulties, especially in difficult listening situations such as in the presence of background noise, with multiple speakers, and when the listener is unable to see the speaker's face. These changes result in unique communication challenges for older people, which require unique rehabilitative strategies and sensitivity to the psychosocial context in which they occur for the individual.

Instructor: Cynthia Fowler, Ph.D.

Email: cynthia.fowler@wisc.edu (<mailto:cynthia.fowler@wisc.edu>)

Office hours: one hour after class or by appointment.

Office: 382 Goodnight Hall

Access: <https://canvas.wisc.edu>

Course materials, notices, and class powerpoints are posted on canvas. Please check it regularly.

Class is 2 credits. Class meets 1 hour and 40 minutes each week for 15 weeks. An additional 4 hours per week of outside class times is expected for a 2 credit class; this time includes reading, writing, preparing for exams, and taking some exams.

Required text:

Weinstein, B.E. (2012). Geriatric Audiology, 2nd Edition. New York: Thieme.

This book is the text for the course. You can get it as an e-book or hard copy in the usual ways.

Grading: 3 quizzes and a presentation.

Quizzes: 75%

Presentation: 25%

Course objectives:

Upon successful completion of this course, the student will be able to

1. Describe how the population is growing with respect to demographic variables
2. Describe the current theory of aging
3. Describe psychosocial and physiological changes with aging
4. Describe sensory changes with age, including hearing, vestibular, and vision
5. Describe interactive hearing and cognitive changes with age
6. Describe changes in perception of speech and target location in adverse conditions with aging
7. Discuss the tools used for screening hearing and disability with aging
8. Describe the available assistive listening technology for older individuals
9. Describe rehabilitative outcome measures for older individuals
10. Discuss prevention and genetics of aging and longevity

Preliminary Course Syllabus CD 849: Geriatric Audiology: Diagnosis and Rehabilitation

Jan 23: Course introduction and overview; Demographics and epidemiology of aging

Jan 30: Theories of aging; biology of aging

Feb 6: Psychosocial changes with aging

Feb 20: Auditory sensitivity (threshold) changes with aging

Feb 27: Aging, cognition, and memory

Mar 6: Aging with lifelong deficits/Aging with dual sensory deficits

Mar 13: Quiz 1

Mar 20: Spring Break

Mar 27: Speech perception in aging: Central factors and binaural processing

Apr 3: Aging and diseases: Dementia, strokes

Apr 10: Communication difficulties with aging; Aging with dual sensory deficits; Aging with lifelong disabilities

Apr 17: Rehabilitation in aging: Screening measures; Self perception of disability and impairment with hearing loss

Apr 24: Rehabilitation: Hearing aids and assistive listening devices

Apr 30: Rehabilitation: Outcome assessment measures, Long term care services and needs

May 1: Prevention and genetics in aging, Summary Quiz 2

You will make one presentation and lead the class discussion on that occasion. For the presentation, your responsibilities are listed below.

1 week prior to the presentation, do the following:

Email to me a draft version of your presentation (PowerPoint)

Under the Discussion section at Canvas post 2 articles relevant to your topic.

By 8:00 AM the Monday of the presentation, do the following:

Post the final copy of your ppt under your discussion section of Canvas.

The final slide in your presentation should have a bulleted list of the most important “take home” points of your presentation.

The day of the presentation, you will

Present your topic

Have 3-5 questions prepared to start a discussion

Lead a discussion on the topic

The class should do the following:

Read the relevant chapters of the Weinstein book

Read the student-posted articles

Be prepared to participate in a discussion of the topics

The presentations should be based on at least 5 peer-reviewed articles. The presentation should include an outline, overview of the topic, background, and a review of a couple of articles. For the discussion after the presentation, questions can be from the topic at large or from your posted articles. For the articles, the review should include the following: was the article done well, did it answer the research questions, were the methods appropriate, and were the conclusions justified, what should have been done differently, and what could be done as a follow-up study? Guidelines for these analyses are posted under the syllabus for the class. Also see the announcement with more guidelines for the presentation.

For the PowerPoint presentation, keep in mind that you should not plagiarize material. Excessive use of direct quotations is also not acceptable; you should paraphrase the material adequately and provide citations for your sources. The author's name and year of publication should appear on the appropriate slides, and the full bibliographic information should be on the last slide (APA style). Proofread your material before you submit it and be sure to use correct spelling and grammar. You should rehearse the presentation ahead of time and verify all pronunciations. Figures are easier to read than tables of numbers. For all tables, graphs, and charts, make sure the writing is large enough to be viewed by the audience. You may need to retype numbers or text for this to happen. When you present the material, you should look at the audience and not simply read from the slides.

Grading Scale:

All grades will be awarded based upon the percentage score earned. Because UW – Madison and UW – Stevens Point have different grading scales, grades will be assigned based upon the home campus of the student using the table below:

UW – SP

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentage	100-92	91.9-90	89.9-88	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	A-B	B	B-C	C	C-D	D	F
--------------	---	-----	---	-----	---	-----	---	---

Academic Honesty

This information is taken from “Academic Misconduct Rules and Procedures Guide for Students” prepared by the Office of the Dean of Students, 75 Bascom Hall (August, 1998). “UWS 14.03 Academic Misconduct Subject to Disciplinary Action (I) 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.”

“Plagiarism means presenting the works or ideas of others without giving credit. You should know the principles of plagiarism and the correct rules for citing sources...If you are unsure about the proper ways to give credit to sources...consult the Writing Center.”

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's to [Rules, Rights and Responsibilities](http://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext) (<http://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>)

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.”

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>
(<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>)

DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-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. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/> (<https://diversity.wisc.edu/>)

We wish to fully include persons with disabilities in this course. Please let us know, within the first two weeks of the course, if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. We will maintain the confidentiality of the information you provide. Online information:

- Access and Accommodations Resource Coordinators
 - <http://www.wisc.edu/adac/facstaff/coord.html> (<http://www.wisc.edu/adac/facstaff/coord.html>)
- Equity and Diversity Resource Center
 - <http://www.wisc.edu/edrc/disability/> (<http://www.wisc.edu/edrc/disability/>)
- Facilities Access
 - <http://www.fpm.wisc.edu/accessibility> (<http://www.fpm.wisc.edu/accessibility>)
- McBurney Disability Resource Center
 - <http://www.mcburney.wisc.edu/> (<http://www.mcburney.wisc.edu/>)
- Madison ADA Policies
 - <http://www.wisc.edu/adac> (<http://www.wisc.edu/adac>)

Religious Observances and Personal Emergencies:

This information is taken from a memo dated 7/22/2005 written by Peter Spear, Provost and Vice Chancellor for Academic Affairs, David Musolf, Secretary of the Faculty, and Lori Berquam, Interim Dean of Students.

“A listing, though not exhaustive, of religious holidays is available on the website:

<http://www.interfaithcalendar.org> (<http://www.interfaithcalendar.org>). *A student’s claim of a religious conflict should be accepted at face value. A great variety of valid claims exist for religious groups and there is no practical, dignified, and legal means to assess the validity of individual claims. State law mandates that any student with a conflict between an academic requirement and any religious observance must be given an alternative means of meeting the academic requirement. The law also stipulates that students be*

given a means by which the can conveniently and confidentially notify an instructor of the conflict...Three guidelines have been developed to provide clarity for both students and instructors: (1) Announce early in the semester that students may notify the instructor within the first two weeks of class of the specific days or dates on which he or she requests relief. Including this information on your course syllabus is another appropriate method to make sure your students are informed of the policy; (2) Make-ups may be scheduled before or after the regularly scheduled requirement; and (3) It is understood that instructors may set reasonable limits on the total number of days claimed by any one student.”

Writing Center:

The Writing Center is located in 6171 Helen C. White Hall. The website is <http://www.wisc.edu/writing/> (<http://www.wisc.edu/writing/>). The hours are Monday – Thursday 9:00 am to 8:30 pm, Friday 9:00 am to 3:00 pm. Telephone 263-1992. The Writing Center has several experienced instructors available to help students develop and organize ideas, offer constructive criticism and advice for revisions. The major purpose of The Writing Center is to teach students to be more effective writers. The Writing Center also offers information on how to site resources accurately.

ClassList: There may be times when it is more efficient to send an email through ClassList. You can Reply to the originator of any message, or Reply to All if you want everyone on the list to see your message. Be prepared to participate in a discussion of the topics

Official Syllabus

 **Official Syllabus**

The **Official Syllabus** is a UW-Madison tool allowing instructors to enter official syllabus information for a course in a consistent format, as all syllabi must feature the same [standard information](https://teachlearn.provost.wisc.edu/course-syllabi/) (<https://teachlearn.provost.wisc.edu/course-syllabi/>).

When first opened, the Official Syllabus template is pre-filled with data from the official course offering. Remaining information will need to be entered using the Edit button. To submit an official syllabus and make it visible to students, it must be published. See [this document \(https://kb.wisc.edu/luwmad/page.php?id=78761\)](https://kb.wisc.edu/luwmad/page.php?id=78761) for instructions on using the Official Syllabus.

Course Summary:

Date

Details

Date	Details
Sat Mar 24, 2018	 Quiz 1 2018 (https://canvas.wisc.edu/courses/141125/assignments/493260) due by 11:59pm
	 Quiz 2 2018 (https://canvas.wisc.edu/courses/141125/assignments/493261) due by 11:59pm
	 Presentation (https://canvas.wisc.edu/courses/141125/assignments/493262)
	 Quiz 1 (https://canvas.wisc.edu/courses/141125/assignments/493256)
	 Quiz 2 (https://canvas.wisc.edu/courses/141125/assignments/493254)
	 Quiz 3 (https://canvas.wisc.edu/courses/141125/assignments/493259)
	 Quiz Final 2016 (https://canvas.wisc.edu/courses/141125/assignments/493257)
	 Quiz Final 2017 (https://canvas.wisc.edu/courses/141125/assignments/493258)
	 Quiz for Alzheimers Disease (https://canvas.wisc.edu/courses/141125/assignments/493255)
	 Quizzes (https://canvas.wisc.edu/courses/141125/assignments/493263)