



University of Wisconsin - Doctor of Audiology Program

CS&D 849 Geriatric Audiology: Diagnosis and Rehabilitation*

2 credits

Spring 2024 Syllabus

Lecture: Wednesday 3:20 – 5:00pm

Location: 412 Goodnight Hall

*Subject to change

Methods of Communication:

Instructor Name: Dhatri S. Devaraju, PhD

Office location: Room 467, Goodnight Hall, 1975 Willow Dr, Madison, WI 53706

Contact: email - devaraju2@wisc.edu (Please include "CS&D849" in the subject line of emails), phone - 213.357.8742

Office hours: By appointment, in-person or over zoom

Please feel free to contact me at any time to arrange a meeting outside of class, if needed.

Reader/Grader: Serena Helman, *contact:* shelman@wisc.edu

Course webpage

Access the class content logging in to <https://canvas.wisc.edu/courses/394610>

All course materials will be available on canvas. It is your responsibility to check for updates.

Lecture slides will be made available at least 1 hour before class.

It is your responsibility to bring copies of the materials to class if you wish. Printed copies of the content will not be provided.

Instructional modality: In-person for students in Madison campus; distance/remote synchronous for students in the Steven's Point campus

This course follows the UW-Madison Definition of Credit Hour – Policy Statement

Generally, UW-Madison will follow the federal credit hour definition: one hour (i.e. 50 minutes) of classroom or direct faculty/qualified instructor instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks, or the equivalent engagement over a different time-period.

Alternatively, a credit hour will be defined as the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in-person or online, laboratories, examinations, presentations, tutorials, preparation, reading, studying, hands-on experiences, and other learning activities; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study.

In all cases, learning in for-credit courses is guided by a qualified instructor and includes regular and substantive student-instructor interaction.

For this course, the instructor will provide direct instruction, feedback on student work, and course content consistent with the information posted in this syllabus.

Required Readings:

Weinstein, B.E. (2012). Geriatric Audiology. 2nd Edition. New York: Thieme. ISBN: 9781604061741

Articles provided on Canvas.

Course Description:

A study of basic theories of aging, anatomical and physiological effects of aging on the auditory and balance systems and resulting communication difficulties associated with aging. The course emphasizes both the diagnostic and rehabilitative challenges in working with elderly patients.

Course Learning Outcomes:

The following course educational objectives line up with the requirements of the American Speech-Language-Hearing Association (ASHA) for certification of audiologists:

- CO1: Students will demonstrate initiative in their learning in this course via the ethical use of available resources including but not limited to user's guides, internet, colleagues, etc.
- CO2: Upon completion of this course, students will be able to describe how the population is growing with respect to demographic variables.
- CO3: Upon completion of this course, students will be able to describe the current theory of aging.
- CO4: Upon completion of this course, students will be able to describe psychosocial and physiological changes with aging.
- CO5: Upon completion of this course, students will be able to describe sensory changes with age, including hearing, vestibular, and vision.
- CO6: Upon completion of this course, students will be able to describe interactive hearing and cognitive changes with age.
- CO7: Upon completion of this course, students will be able to describe changes in perception of speech and target location in adverse conditions with aging.
- CO8: Upon completion of this course, students will be able to discuss the tools used for screening hearing and disability with aging.
- CO9: Upon completion of this course, students will be able to describe the available assistive listening technology for older individuals.

CO10: Upon completion of this course, students will be able to describe rehabilitative outcome measures for older individuals.

CO11: Upon completion of this course, students will be able to discuss prevention and genetics of aging and longevity.

Instructor Objectives

In order to help you achieve your learning outcomes, I will do the following:

1. Provide organized, clear content and instructions for assignments and assessments.
2. Come to class prepared to answer your questions to the best of my ability. At times that may include asking questions back to you to help lead you to understand the topic without directly answering your questions.
3. Be available during class and office hours to address questions/concerns. You can also contact me via email/phone to schedule office hour meeting.
4. Provide a safe space for students to work outside their comfort zone, to make mistakes and learn from them.

Course Topics & Schedule: *This is a tentative schedule that is subject to change.

DATE	TOPIC	DEADLINES
Wed, January 24	Introduction & Demographics	Quiz; Discussion post
Wed, January 31	Biology & Theories of Aging	Quiz; Discussion post Special accommodations due
Wed, February 7	Physiological and Psychosocial Changes with Aging	Quiz; Discussion post Presentation topics due
Wed, February 14	Exam #1	
Wed, February 21	Changes of Auditory and Vestibular System	Quiz; Discussion post
Wed, February 28	Aging, Cognition, Memory Cognition and Hearing Loss	Quiz; Discussion post
Wed, March 6	Aging with Lifelong Disabilities, Aging and Diseases	Quiz; Discussion post
Wed, March 13	Rehabilitative Outcomes in Older Individuals	Quiz; Discussion post
Mon-Fri, March 18-22	Spring Break- Stevens Point	
Mon-Fri, March 25-29	Spring Break- Madison	Spring Break Project Due 04/01 at 5 pm
Wed, April 3	Healthy Aging, Ageism, Prevention of Diseases	Quiz; Discussion post
Wed, April 10	Exam #2 (Cumulative)	
Wed, April 17	Presentations	Discussion post
Wed, April 24	Presentations	Discussion post
Wed, May 1	Presentations	Discussion post Presentations Quiz opens
Sat, May 4	Presentations Quiz closes	

Grading: *Subject to change

Final grades are based on

- + Two Exams
 - Exam #1 = 10%
 - Exam #2 = 25%
- + Three assignments
 - Quiz = 10%
 - Discussion post = 10%
 - Spring Break Project = 15%
- + Presentation = 20%
- + Presentations Quiz = 5%
- + Participation = 5%

Final grades are calculated to the hundredth place and are not rounded.

Grading Scale: Grades are not rounded.

Percent	100-93	92.9-90	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	A	A-B		B	B-C		C		D		F
UW – SP	A	A-	B+	B	B-	C+	C	C-	D+	D	F

Student Requirements:

You must complete all the following in order to pass this course:

Attendance

You are required to attend class and arrive on time and prepared to begin. Any unexcused absences may result in a failing grade for the course. Excused absences will be granted for reasons such as illness/injury, family emergency or major event, travel to a professional conference, etc. at the discretion of the instructor.

Class Preparation

You should review and be familiar with the current topics in CS&D 849. Any assigned readings must be completed before class.

Class Responsibilities

You are expected to clean up after yourself and your classmates and keep the classroom clean and in good repair. You are expected to report any broken or missing equipment to the instructor or the clinic coordinator at your earliest possible convenience.

Participation

In a small, graduate course such as this one, learning takes place in an interactive format. Class participation will be graded on a 20-point scale. Assessment of each student's participation is at the discretion and opinion of the instructor.

20	<p>Student is consistently prepared for class and participates in class discussions. Student is courteous and helpful to other students and instructor and TA. Student never appears to participate in non-class activities during class (emailing, texting, homework for other classes, clinic work, etc.)</p> <ul style="list-style-type: none">• Contributes at least one thoughtful point related to class content each class period, as able.• This contribution can be done either verbally, during class, or written, following class.
15	<p>Student is occasionally under prepared for class or does not occasionally participate in class activities. Student is courteous and helpful to other students and instructor and TA. Student occasionally appears to participate in non-class activities during class (email, texting, homework for other classes, clinic work, etc.)</p> <ul style="list-style-type: none">• Contributes at least one thoughtful point related to class content in half of class periods, as able. Done either verbally, during class, or written, following class.
≤10	<p>Student is frequently under prepared for class or frequently does not participate in class activities. Student is disengaged, disruptive or impolite. Student frequently appears to participate in non-class activities during class (email, texting, homework for other classes, clinic work, etc.)</p> <p><i>Note: Discussion among students in silos is discouraged. Any discussions should involve the whole class unless the instructor is organizing break-out group discussions.</i></p>

Please note that asking questions about course structure, quizzes/exam, schedule etc, do not count towards class participation.

Quiz

The goal of the quiz is to help you revise the content you learned during the class and from readings. You will have a quiz after each topic which will have the contents from the lecture and the assigned readings for the week.

The quiz is an open book (i.e., you can refer to your presentations/slides, readings, and videos, if needed, while taking the quiz). The quiz will start at 10 am on Thursdays after the class that week and will close on Saturday (of the same week) at 5 pm. You will be given an hour to complete the quiz. The quiz will entail up to 5 to 10 questions and you will get two attempts to answer.

Discussion post

Each week, you will make discussion post entries. The goal is to review and assess understanding of covered concepts before moving on to new materials.

Each student must contribute ONE post with 4-6 sentences on any of the concepts covered in the class and its implication for you as an audiologist. You will be assigned a reading for some of the weeks when you are expected to summarize the reading or takeaways from the reading in 4-6 sentences. You are expected to read the description of discussion thread each week on what the task is for that week. The discussion post will open at 8 pm after the class and will close at 5 pm on Saturday of that week.

Spring Break Project

Because spring break will occur for two weeks this semester, there will be a project to complete to supplement your learning in this course during the week you are not officially on break.

The student is responsible for completing the project by MONDAY, APRIL 1 at 5:00pm. Penalties for late submissions will be enforced. More information regarding the spring break project will be provided during the semester.

Presentation

Each student will complete a presentation that covers a topic related to geriatric audiology. More information regarding the presentation will be provided in a separate document available on Canvas.

Presentations Quiz

The presentations quiz will be an online quiz that you need to take after the presentations towards the end of the course. This will be an open-book quiz to assess the learnings and takeaways from the presentations. You will have two attempts to complete the quiz and an hour of time.

Exams

The class will feature two exams during the semester. Exam #1 will be online, closed book and you take the exam anywhere you like with Honorlock on. Exam #2 will be an in-person canvas exam, closed book, which will encompass the entire semester (lectures, readings & quizzes) with emphasis on the content since the last exam. More information regarding exam content and study recommendations will be provided prior to examinations.

KASA/CFCC REQUIREMENTS

The following table shows the CFCC standards that are covered in this course and indicates how they are 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 on improvement plans for further details.

Standard	How the standard is assessed
A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and on families, caregivers, and other interested parties	Participation in class, exams, presentation, project, discussion, and quiz
A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span	Participation in class, exams, presentation, project, discussion, and quiz
B2. Establishing relationships with professionals and community groups to promote hearing wellness for all individuals across the life span.	Participation in class, exams, presentation, project, discussion, and quiz
B3. Participating in programs designed to reduce the effects of noise exposure and agents that are toxic to the auditory and vestibular systems.	Participation in class, exams, presentation, project, discussion, and quiz
B6. Conducting hearing screenings in accordance with established federal and state legislative and regulatory requirements	Participation in class, exams, presentation, project, discussion, and quiz
B8. Performing developmentally, culturally, and linguistically appropriate hearing screening procedures across the life span	Participation in class, exams, presentation, project, discussion, and quiz
B11. Screening for comprehension and production of language, including the cognitive and social aspects of communication.	Participation in class, exams, presentation, project, discussion, and quiz
C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors	Participation in class, exams, presentation, project, discussion, and quiz
C2. Obtaining a case history and client/patient narrative	Participation in class, exams, presentation, project, discussion, and quiz
C3. Obtaining client/patient-reported and/or caregiver- reported measures to assess function	Participation in class, exam, presentation, project, discussion, and quiz

Academic Policies

Privacy of Student Records & the Use of Audio Recorded Lectures Statement

View [more information about FERPA](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [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, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise 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.

Digital Course Evaluation (AEFIS)

UW-Madison uses a digital course evaluation survey tool called [AEFIS](#). For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Students' Rules, [Rights & Responsibilities](#)

Teaching & Learning Data Transparency Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full teaching and learning [data transparency statement](#).

Diversity & Inclusion Statement

[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.

Mental Health and Well-Being Statement

Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others.

Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities 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 ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Academic Calendar & Religious Observances

[Academic Calendar & Religious Observances](#)

Establishment of the academic calendar for the University of Wisconsin-Madison falls within the authority of the faculty as set forth in [Faculty Policies and Procedures](#). Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. For additional dates and deadlines for students, see the [Office of the Registrar's pages](#). Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to [religious observances](#).