

# CS&D 862: Auditory & Vestibular Pathologies

Spring semester, 2017

MW 10:30 – 11:45

The first class day will be January 18<sup>th</sup>, 2017 and the final class day will be May 3<sup>rd</sup>, 2017

## **INSTRUCTOR**

Rachel Lee, Au.D., CCC-A      Office phone: 608-262-6467      Cell phone: 715-551-3033      rachel.lee@wisc.edu

Office hours: Wednesdays, 9:30 – 10:30a or by appointment

## **Course Description**

Per UWSP Catalog 2016-2017:

“CS&D 862: Major disorders of auditory and vestibular systems; differential diagnosis of disorders of endorgan and neural system and multisystem disorders. Causal factors, treatment and prognosis. Lectures and student presentations focus on case studies.”

## **Educational Objectives**

1. Students will demonstrate knowledge of basic auditory and vestibular anatomy and physiology.
2. Students will demonstrate understanding of the causal factors, audiometric presentation, medical/neuroimaging presentation (if applicable), differential diagnosis, treatment, and prognosis of major auditory and vestibular pathologies.
3. Students will review case studies and demonstrate ability to synthesize information to make appropriate recommendations and referrals.
4. Students will present a case study to their peers.

## **ASHA Standards**

This course fulfills the knowledge and skills requirement of the following ASHA Audiology Standards:

A1, A2, A8, A9, A10, A22, B5, B6, C3, C10, C11

If a student fails to meet the ASHA Standards for the course, the student may be required to complete an improvement plan and/or re-do some assignments or portions of the course.

## **Course Format**

The course will primarily consist of didactic lectures by the instructor with additional emphasis on case studies. The remainder of the course will consist of student presentations on case reports of their choice.

## **Required Readings**

Musiek, F. E., Baran, J.A., Shinn, J.B., & Jones, R.O. (2011). *Disorders of the auditory system*. San Diego, CA: Plural Publishing, Inc.

Other required readings will be assigned and posted on D2L

### **Suggested Readings**

Valente, M.L., & Valente, M. (2011). *Adult audiology casebook*. New York, NY: Thieme Medical Publishers.

- Cases will be posted in D2L

### **Weekly Quizzes**

Weekly quizzes (11 total) will be available on D2L immediately following Wednesday's class, at 11:45 AM, and will be available until the following Monday at 12:00 PM.

- The one exception to this is the week preceding Spring Break – the quiz will only be available until Friday at 11:59 PM.

The quiz format will be multiple choice, T/F, and fill-in-the-blank. These quizzes are low-stakes (2% of your total grade each), but will require you to stay on top of the material throughout the semester. I will throw out your lowest quiz grade of the semester, meaning only the best 10/11 scores will count towards your grade.

### **Student Presentations**

Each student will be required to complete an oral case presentation towards the end of the semester. The presentation will be approximately 15 minutes, including discussion.

Presentations will be based on a case study found in the literature. You are required to pick a disorder/pathology that we discussed in class. You are to use peer-reviewed, primary sources only.

#### Format for Case Presentations:

- I. Brief overview of the disorder or pathology (1-2 slides only)
- II. Demographics (age, gender, physical characteristics if relevant, etc.)
- III. Patient complaints and symptoms (audiologic and other)
- IV. Audiologic Findings
  - a. Audiometric test results
  - b. Associated auditory, vestibular, and/or electrophysiologic studies (ABR, OAEs, VNG, etc.)
- V. Other Findings (otologic, neurologic, radiologic, etc.)
- VI. Diagnostic Impressions
- VII. Prognosis/Recommendations
- VIII. Reliable resources for patients (websites, support groups, etc.)
- IX. References (in APA format)

### **Policies**

E-mail communication: I recommend that you check your school e-mail 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 e-mail 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.**

**Student Requirements**

You must abide by all the following to pass this course:

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 agree upon a solution.

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 or e-mailing me a content-based question/comment. If you choose to e-mail me instead of participate in class, you must do so by Friday at 11:59 PM with a question that shows graduate-level analysis of the content.

Class Assignments:

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

**Grading**

**Grading Chart:**

<b>Weekly Quizzes</b>	<b>20%</b> (10 quizzes total, 2% each)
<b>Midterm Exam</b>	<b>25%</b>
<b>Case Presentation</b>	<b>15%</b>
<b>Differential Diagnosis Binder</b>	<b>35%</b>
<b>Class Participation</b>	<b>5%</b>

**Grading Scale:**

<b>UW-SP Letter Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>F</b>
<b>Percentage</b>	<b>100-92</b>	<b>91.9-90</b>	<b>89.9-88</b>	<b>87.9-82</b>	<b>81.9-80</b>	<b>79.9-78</b>	<b>77.9-72</b>	<b>71.9-70</b>	<b>69.9-68</b>	<b>67.9-60</b>	<b>&lt;60</b>
<b>UW-Madison Letter Grade</b>	<b>A</b>	<b>AB</b>		<b>B</b>	<b>BC</b>		<b>C</b>	<b>CD</b>		<b>D</b>	<b>F</b>

---

## General Grading Information

If you do not understand why you earned a particular grade, please feel free to talk to me about it. If I believe that a change in grade is warranted following our discussion, I will make the change.

If you believe I 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.

### Policy for unexcused 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.

**Course Schedule:**

This schedule is tentative and subject to change. Any changes will be announced in class, by e-mail, or on D2L.

- Musiek et al. (2011). *Disorders of the Auditory System*.

Week	Date	Topic	Assignment/Quiz/Test	Required Readings
1	Wed, Jan 18 <sup>th</sup>	Course Overview Radiologic Procedures	Quiz due Mon (1/23) at 12:00 PM	#1: Ch. 3 pp. 88-103
2	Mon, Jan 23 <sup>rd</sup>	Outer & Middle Ear Disorders	Quiz due Mon (1/30) at 12:00 PM	#1: Ch. 4
	Wed, Jan 25 <sup>th</sup>	Outer & Middle Ear Disorders cont. (otitis media)		D2L: Hughes & Pensak (2007) Ch. 17, Ch. 18 pp. 236-240
3	Mon, Jan 30 <sup>th</sup>	Outer & Middle Ear Disorders cont.	Quiz due Mon (2/6) at 12:00 PM	#1: Ch. 4
	Wed, Feb 1 <sup>st</sup>	Outer & Middle Ear Disorders cont. (cholesteatoma)		D2L: Davidoss et al. (2012)
4	Mon, Feb 6 <sup>th</sup>	Inner Ear Disorders (NIHL, Presbycusis, etc.)	Quiz due Mon (2/13) at 12:00 PM	#1: Ch. 5
	Wed, Feb 8 <sup>th</sup>	Inner Ear Disorders (Ototoxicity, Sudden SNHL)		Valente & Valente #26 DSL Readings: ASHA Management Guidelines (1994) and Clinical Practice Guidelines: Sudden HL (2012)
5	Mon, Feb 13 <sup>th</sup>	Inner Ear Disorders (Meniere's Disease, SSCD)	Quiz due Mon (2/20) at 12:00 PM	#1: Ch. 5 Valente & Valente #10
	Wed, Feb 15 <sup>th</sup>	Inner Ear Disorders cont. (Auto-immune inner ear disease, etc.)		DSL Readings: Ruckenstein, M.J (2004) Brant, Eliades & Ruckenstein (2015)
6	Mon, Feb 20 <sup>th</sup>	Auditory Nerve Disorders (Acoustic neuroma, Neurofibromatosis II)	Quiz due Mon (2/27) at 12:00 PM	#1: Ch. 6 Valente & Valente #8
	Wed, Feb 22 <sup>nd</sup>	Auditory Nerve Disorders cont.		Valente & Valente #5
7	Mon, Feb 27 <sup>th</sup>	<b>Midterm Review</b>		
	Wed, Mar 1 <sup>st</sup>	<b>Midterm Exam</b>		
8	Mon, Mar 6 <sup>th</sup>	Central Auditory Nervous System	Quiz due Mon (3/13) at 12:00 PM	#1: Ch. 7
	Wed, Mar 8 <sup>th</sup>	Hyperacusis, Misophonia, Auditory Hallucinations		#1: Ch. 8 pp. 357-364 Valente & Valente #14 D2L: Additional reading(s) may be assigned
9	Mon, Mar 13 <sup>th</sup>	Tinnitus <b>Guest Speaker: Dr. Douglas</b>	Quiz due <i>Fri (3/17) at 11:59 PM</i>	#1: Ch 8 pp. 345-356 D2L Reading: Clinical Practice Guidelines (2014)
	Wed, Mar 15 <sup>th</sup>	Tinnitus cont.		Valente & Valente #67
10	Mon, Mar 20 <sup>th</sup> Wed, Mar 22 <sup>nd</sup>	<b>Spring Break</b>	<b>No Classes</b>	

11	Mon, Mar 27 <sup>th</sup>	Hereditary & congenital HL (non-syndromic, congen. malformation)	Quiz due Mon (4/3) at 12:00 PM	#1: Ch 9 pp. 369-382, 391-397
	Wed, Mar 29 <sup>th</sup>	Hereditary & Congenital Hearing Loss cont. (syndromic)		#1: Ch 9 pp. 383-390 D2L: Additional reading(s) to be assigned
12	Mon, Apr 3 <sup>rd</sup>	Systemic Diseases: Syphilis, HIV/AIDS, Sickle Cell Anemia	E-mail case study article to Dr. Lee by 12:00 PM for approval	Valente & Valente #28 D2L Readings: Burch, Sims & Matlock (2005) Van der Westhuizen et al. (2013) Assuiti et al. (2013)
	Wed, Apr 5 <sup>th</sup>	<b>No Class – AudiologyNOW!</b>		
13	Mon, Apr 10 <sup>th</sup>	Vestibular Pathologies (Episodic vertigo with HL)	Quiz due Mon (4/17) at 12:00 PM	D2L: Hughes & Pensak (2007) Ch. 27 pp. 355-370 AAA Position Statement (2004) Valente & Valente #39
	Wed, Apr 12 <sup>th</sup>	Vestibular Pathologies cont. (Episodic vertigo with HL, SSCD re-visited)		D2L: Hughes & Pensak (2007) Ch. 27 pp. 355-370 Valente & Valente #32 & #38
14	Mon, Apr 17 <sup>th</sup>	Vestibular Pathologies cont. (Episodic vertigo w/o HL)	Quiz due Mon (4/24) at 12:00 PM	D2L: Hughes & Pensak (2007) Ch. 27 pp. 370-373 Cherchi & Hain (2011)
	Wed, Apr 19 <sup>th</sup>	Facial Nerve Disorders		DSL: Hughes & Pensak (2007) Chapter 28
15	Mon, Apr 24 <sup>th</sup>	<b>Presentations</b>		
	Wed, Apr 26 <sup>th</sup>	<b>Presentations</b>		
16	Mon, May 1 <sup>st</sup>	<b>Presentations</b>		
	Wed, May 3 <sup>rd</sup>	<b>Presentations</b>		
17	Mon, May 8 <sup>th</sup>	<b>Differential Diagnosis Binder Due at 12:00</b>		

**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 (taken from <http://www.wisc.edu/students/UWS14.htm>) 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](http://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 examination 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.