

**COURSE SYLLABUS**  
**CSD 921: Problems in Audiology**  
**UW-Stevens Point & UW-Madison**  
**Fall 2016: September 4- December 14**  
**Online Class**

**Professor:** Katie Kendhammer, AuD  
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**Office Hours:** I will be checking my e-mail and monitoring the course website nearly every weekday. I will return e-mails within 48 hours. If you haven't heard from me please contact me again.

**Co-requisite:**

- 894, Audiology Externship

**Required Text:**

Groopman, J. (2008). *How doctors think*. Boston: Houghton Mifflin.

**Course Description:**

This is a seminar-style online course. A seminar involves learning about current problems in the field, and it requires active participation and contribution from all members of the course. The course will consist of four modules this fall semester: Discussion regarding the required text (5 weeks), case presentations (3 weeks), Tinnitus (3 weeks) and current topics in Aural Rehabilitation (3 weeks). Each week begins on a **Tuesday**. Additional information, including requirements, for each module is included below.

**Time Commitment**

My goal is to keep the workload reasonable, especially since you are in the middle of your externship. An "in-person" 3-credit course would meet in the classroom for 3 hours per week, and significant additional time would be required outside of class for reading, studying, and completing assignments. Keeping that in mind, if you have questions about the workload of this course, please let me know. I come to you with the experience of having been through this course previously and understand the demands put on you for both this and your externship experience.

**Requirements:**

The requirements for each module are described completely below. The requirements are designed to encourage students to learn from each other, to encourage interesting discussions of multiple sources of information, and to encourage integration of the information with clinical experience. *Please read and double-check the requirements for each module carefully to ensure that you are meeting all requirements.*

I realize that the requirements are very specific, but the purpose is to help facilitate a worthwhile online discussion experience. The research on online courses indicates that the quality of online discussions is much improved when specific guidelines are in place. Your time is valuable, and I want to make sure that the time you spend on this course will provide a worthwhile learning experience!

If you believe you may have an "excused" reason (such as illness or family emergency) to not meet the requirements for a particular week, please let me know ASAP (before the due date) so that we can determine if alternate arrangements or extended deadlines are appropriate.

**Attendance and Participation:**

In order for this seminar course to be successful, you will need to monitor the discussion daily and expect to participate as outlined below. If you would like to request an excused absence due to illness or emergency, please contact me prior to the deadline and I will make appropriate arrangements. **Attendance and participation will run from Tuesday at 8am (when questions are posted) until the following Tuesday at 8am (when the posting deadline ends). This will give me time to review and grade your weekly participation and provide you will any necessary feedback before you've gotten too far into your next week's discussion. I will complete grading for each week beginning at 8:01am on the Wednesday morning following the discussion deadline and complete grading by 7:59am the following Thursday.**

**Deadlines and Time Zones**

All deadlines are according to Central Standard/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 discuss alternate arrangements. I understand you are also working, on average a 40 hour work week, as am I. Please plan accordingly to complete your requirements each week.

**Grading:**

Your semester grade will be compromised of your total points earned for each week's discussion.

I want you to have a clear understanding of how I'm grading your discussion posts. To that end:

I will be looking at each week's posts (inclusive of all your posted questions or your required responses) as a short answer question worth 100 points. If you cite sources, give a well thought out answer, have one (1) or fewer spelling or grammatical issues, then you will get 100 points. I will be deducting points for not citing sources, having more than one (1) spelling or grammatical error, not answering the question completely, or not meeting a requirement.

I will only be grading based on the minimum required postings. While I encourage you all to continue the conversations and threads; be aware that posting extra will not garner you extra points.

**Grading Scale**

<b>UWSP</b> Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
<b>Percentage</b>	100.00- 92.00	91.9 9-90 .00	89.99 -88.0 0	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
<b>UW – Madison</b> Letter Grade	A	A-B		B	B-C		C	C-D		D	F

**Students with Disabilities:**

We will make any necessary accommodations for each student according to her or his needs. Students with disabilities should contact the Office of Disability Services during the first 2 weeks of the semester to request any accommodations.

**Religious Observances:**

I expect students to notify me within the first 3 weeks of the semester to request a change to course requirements for religious beliefs according to UWS 22.

## Module #1: How Doctors Think

Weeks of September 6, September 13, September 20, September 27, and October 4.

### Requirements

- 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 may be posted to D2L by myself and other students in the discussion. You should download and save them for future reference.
- You should plan to monitor/read the discussion daily. You are required to post to the discussion **THREE** non-consecutive days per week (this means for example, you may post on Tuesday and Wednesday and then again Friday. You should not post Tuesday, Wednesday, and Thursday). The online discussion experience will be better for everyone if all students check in and post regularly.
- All posts for the week must be completed by Tuesday at 8 am (CDT).

### Textbooks

See required text above

### Grading

You will receive a point grade (based on 100 points) each week. If you follow all requirements and your discussion posts are accurate, complete, well-thought-out and clearly written (i.e., minimal spelling or grammatical errors), you will earn an A for the week. If you meet the requirements with lower-quality work (i.e., you make and read the required discussion posts, but your posts are brief or are not clearly written or have some errors), your grade will be in the B range. Grades of A-/B+/AB are also possible for work that falls between the A and B range. If you do not meet the requirements for discussion reading and posting, or if many of your posts are extremely brief or contain multiple significant errors, your grade will be a B- / BC or lower. Please remember that you are required to read the entire discussion every week!

**Schedule** (Students were randomly assigned to a week for posting questions; you may switch your week with another student if you'd like. Please let me know ASAP if you do this).

Week	Topic(s)	Students Posting Questions
September 6-12	Introductions/ Introduction Chapter	All students will post an introduction of themselves (including: current placement and one thing they hope to gain from this course)  Dr. Kendhammer posts questions; students answer questions and participate in discussion
September 13-19	Chapters 1,2,and 3 Possible discussion topic: the different errors in thinking that can lead to misdiagnosis.	Atheer Alruwaili, Ariel Young, Sarah Andersen, Andrew Janke, and Allison Stabosz
September 20-26	Chapters 4, 5, and 6 Possible discussion topic: How are we the gatekeepers, how do we think outside the box?	Kayla Berg, Hanna Sawher, Kaia Bickford, Tim Kuckuk, and Amy Riggins
September 27-October 3	Chapters 7, 8, and 9 Possible discussion topic: errors in practice and ethical dilemmas.	Greta Breckbill, Chelsea Reyer, Lauren Dillard, Rachael Jocewicz, and Phoebe Polt
October 4-10	Chapter 10, Epilogue, and Afterword Possible discussion topic: counseling and wrap up (other missed topics, ideas, etc)	Katie Hadsell, Meg Pearson, Sarah Hamilton, and Kate Landowski

### Week 1:

- Start/continue required reading.
- Make at least **TWO** posts to the discussion. Your two 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 two 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 of my questions must be answered.
- 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 2-5:

- Complete the required readings.
- Students who are assigned to post questions for the week will post them no later than Tuesday at 8:00 am; however, they may be posted as early as Friday of the previous week.
- *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.” Students who posted questions 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 are allowed to make additional optional posts.

### Posting Questions (week 2-5, Tinnitus, and Aural Rehab weeks):

- You must post **THREE** questions, and the questions will span at least two different levels of thinking (see more info toward the bottom of the next page).
  - Label each of your questions as Level 1, Level 2, or Level 3. If you’re not quite sure if a question is Level 2 vs. Level 3, just indicate which one you think it is. I’m not grading you on whether your level designation is accurate; I’m just looking for you to make your best reasonable effort to come up with questions that span different levels of thinking.
- 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 Tuesday at 8:00 AM.* You may post your questions as early as Friday the previous week; however, students will not be answering them until the assigned week.
- 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. Read all of 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 (week 2-5, all Tinnitus, and Aural Rehab weeks):

- During a week when you are *not* writing questions, you must make at least **THREE** (3) *original, relevant, and important* posts to the discussion that span at least two levels of thinking. Your posts may include any combination of answering others’ questions and making your own points. Very basic posts, such as simply agreeing with a previous poster, do not count toward your three required posts unless you expand on your “basic” response with additional original, relevant, and important information.
- 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 definitely 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.
- Think of your 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.

#### 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 under “additional questions and discussion.”
- If you accidentally post something or want to delete a post, let me know and I can delete it. (D2L does not allow students to delete posts).
- You are allowed 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

## **Module #3: Case Presentations**

### **Weeks of November 1, November 8, and November 15**

You will be presenting a difficult case to your classmates. Difficult is meant to include complicated diagnoses, difficult patient complaints, and/or anything that makes this case more challenging than usual. Early in the week, you will post the introduction to the case, which will leave some questions and unresolved issues remaining. Your classmates will then have a few days to comment on and ask questions about the case. Later in the week (no later than Friday), you will post the finale of your case, which will tie up any remaining loose ends.

Each week assigned students will present cases. The responsibilities for presenters and the “audience” are detailed below:

*Everyone is required to read the entire discussion every week, including students who are presenting.*

#### **Grading**

You will receive weekly grades for this module, same as previous modules. If you follow the requirements stated below and your work is accurate, complete, well-thought-out, and well-written or presented (i.e., minimal spelling or grammatical errors), you will earn an A for the week. If you meet the requirements with lower-quality work (i.e., you make and read the required discussion posts and presentation, but your posts are very brief, or contain more writing errors or inaccuracies, etc.), your grade will be in the B range. Grades of A-/B+/AB are also possible for work that falls between the A and B range. If you do not meet the requirements for discussion reading and posting, or if many of your posts contain significant errors, your grade will be a B- / BC or lower.

#### **Schedule**

Week of November 1:	Tim, Andrew, Ariel, Allison, Greta, Sarah H., and Atheer
Week of November 8:	Rachael, Kate, Hanna, Amy, Lauren, and Sarah A.
Week of November 15:	Meg, Phoebe, Chelsea, Kayla, Katie, and Kaia

\*\*Presentation weeks were chosen randomly, and you may switch presentation weeks with another student if you choose. Please let me know by September 30<sup>th</sup> if you do this.\*\*

#### **Requirements for Presenters:**

- No later than Monday at 8:00 am the day before your assigned week, you must post the introduction of your case. If you would like to post your introduction early (for example, if you will be gone for the weekend), you may post it as early as the Friday before your assigned week. Please post this as a PowerPoint presentation on the discussion board under your name.
- Your case presentation should highlight a difficult problem(s) or issue(s) related to the diagnosis and/or treatment of a particular patient. The case can focus on any topic(s) in audiology. The case can come from any time during your clinical training, but you should remember it well enough that you can post reasonably complete background and “finale” information. It’s fine if the case isn’t 100% resolved yet or if there are minor things you don’t remember, as long as you have information on the most relevant and important aspects of the case.
- The introduction of your case should introduce the situation and some problems/questions/learning issues for which you do not yet provide answers. For example, if the diagnosis was difficult to determine, post the information that caused it to be tricky, and ask the audience for their thoughts. (You can include the answer in the finale of your case). Another example would be a difficult treatment decision.
- The introduction should consist of the following:
  - A pseudonym of the patient, age, and gender. Other information (such as patient’s cultural background, interests, lifestyle, etc.) should be presented if it is relevant to the situation or problem you will be discussing.
  - Do not present any identifying information such as real names, initials, dates, or clinic name.
  - Case history that is relevant to the situation you’ll be discussing.
  - Relevant test results with identifying information omitted or blacked out. *Please include a visual picture of the results whenever possible. For example, include the audiogram if*

*possible instead of just describing the hearing loss.* It is fine if you want to leave out some information in the introduction and later present it in the finale.

- Post at least one article related to the situation or problem you're discussing. The article may be from a peer-reviewed journal or reputable non-peer-reviewed journal or trade magazine intended for a professional audience (such as *Hearing Journal*).
- Post at 3 questions/learning issues related to the case for the audience. At least one of the questions should relate to how the article applies to your case.
- Monitor the discussion of your case throughout the week and answer questions or respond to other posters as necessary. You don't need to respond to every single comment, but please respond if a response seems called for. You do *not* need to immediately answer questions or respond to comments that you are planning to answer later when you post the finale of your case.
- The finale of your case should be posted as a PowerPoint presentation sometime between noon on Friday and noon on Saturday. If this timeline is truly not possible for you, please contact me in advance and I may allow you to post your finale as early as Thursday evening; however, please only use this option if it is truly not possible for you to post it between noon Friday and noon Saturday.
- The finale of your case should address the questions/learning issues you posted in the introduction, as well as tie up any remaining loose ends.

### **Requirements for Audience:**

- Students who are presenting on a given week are not required to post on any other students' presentations, but they are allowed to do so if desired.
- Each week (non-presentation weeks), you are required to make at least **TWO** posts to the discussion after the introductions have been posted and before the finales are posted.
  - Introductions will be posted no later than 8 am on the Monday before a presenter's assigned week. Finales will typically be posted sometime between noon on Friday and noon on Saturday.
- Your two posts can include any combination of answering the presenters' questions and making your own points related to the case. Your two posts should be on two different students' cases, and your two posts should be made on two different days.
- Your posts must be original, informative, and relevant. Posts in which you simply state your agreement or disagreement with another poster (without adding more original information) will not count toward your required posts.
- Across the weeks that you are a member of the audience, at least **ONE** of your posts must refer to a reputable outside reading. (i.e., across the weeks, you are required to post at least four times total, and at least one of those four posts must refer to an outside reading). You may meet this requirement by answering a presenter's question that refers to an article, or by posting an article you find on your own that relates to the case.
- Please read all of the finales and the associated posts before the start of the next week if possible, and definitely no later than Tuesday morning of the next week.
- It is NOT a requirement that all of the presenters' questions must be answered, although you are definitely encouraged to answer their questions.

**Module #2 & 4: Tinnitus and Aural Rehabilitation**  
**#2: Weeks of October 11, October 18, and October 25**  
**#4: Weeks of November 29 and December 6**

**Requirements**

- All students are responsible for *reading* the *entire* discussion every week. Your responsibilities for *posting* to the discussion are the same as Module 1 (please refer back to previous posting requirements for details)..
- All students must read the assigned readings as posted by their classmates for their topics/discussion questions. Additional readings may be posted to D2L by myself and other students in the discussion. You should download and save them for future reference.
- You should plan to monitor/read the discussion daily. You are required to post to the discussion **THREE** non-consecutive days per week. The online discussion experience will be better for everyone if all students check in and post regularly. .
- All posts for the week must be completed by Monday at 8 am (CDT).

**Grading**

You will receive a percentage grade each week, and your weekly grades will be averaged for your final module grade. If you follow all requirements and your discussion posts are accurate, complete, well-thought-out and clearly written (i.e., minimal spelling or grammatical errors), you will earn an A for the week. If you meet the requirements with lower-quality work (i.e., you make and read the required discussion posts, but your posts are brief or are not clearly written or have some errors), your grade will be in the B range. Grades of A-/B+/AB are also possible for work that falls between the A and B range. If you do not meet the requirements for discussion reading and posting, or if many of your posts are extremely brief or contain multiple significant errors, your grade will be a B- / BC or lower. Please remember that you are required to read the entire discussion every week!

**Schedule** (Students were randomly assigned to a week for posting questions; you may switch your week with another student if you'd like. Please let me know ASAP if you do this).

Week	Topic(s)	Students Posting Questions
October 11-17	Tinnitus - Assessment	Katie, Phoebe, Sarah A, and Andrew
October 18-24	Tinnitus – CBT/TRT	Tim, Rachael, Kate, and Chelsea
October 25-November 1	Tinnitus – Management (products)/alternative treatment	Atheer, Sarah H, Kayla, and Meg
November 29-December 5	Aural Rehab – Adult (inventories, group therapy, technological advances -programs/ online apps)	Kaia, Greta, Ariel, and Hanna
December 6-12	Aural Rehab – Pediatrics (inventories, group therapy, technological advances -programs/ online apps)	Amy, Lauren, and Allison
December 13-15	Final Wrap Up/Last Questions	

**Weeks 1-3(Tinnitus) / 1-2(Aural Rehabilitation):**

- Complete the required readings.
- Students who are assigned to post questions for the week will post them no later than Tuesday at 8:00 am; however, they may be posted as early as Friday of the previous week.
- **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.” Students who posted questions 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 are allowed to make additional optional posts.
- **Refer to directions from Module #1 regarding posting/answering questions**