

# University of Wisconsin-Madison & UW-Stevens Point

## CS&D 921: Seminar - Problems in Audiology

### Spring semester, 2019

Instructor: Melanie Buhr-Lawler, Au.D., Clinical Professor, University of Wisconsin-Madison

Email: [melanie.buhr@wisc.edu](mailto:melanie.buhr@wisc.edu)

Office phone: 608-890-1504

Availability: By email within 48 hours of correspondence, online on the course canvas site nearly every business day, and by appointment.

---

#### **Course Overview:**

This three-credit seminar class is the final course in the UW-Madison/UW-Stevens Point Au.D. program. This class is entirely online and is housed in the UW-Madison canvas platform. It meets the UW-Madison credit hour policy standards of 45-hours of learning activities per credit via online discussions, assignments, readings, learning activities, and preparation time. Course content and materials can be accessed at UW-Madison's canvas site for CS&D 921 at [www.canvas.wisc.edu](http://www.canvas.wisc.edu).

#### **Course objectives:**

This course is designed to give students the opportunity to investigate, discuss, and reflect on topics in audiology public policy and advocacy, clinical practice, differential diagnosis, and professional issues.

#### **Course Description:**

From the UW Madison Guide: this course covers current interests in areas of auditory evaluation, pathology, or rehabilitation. ([www.guide.wisc.edu](http://www.guide.wisc.edu)) This course consists of four modules that include public policy assignments and discussion, discussions of clinical topics, experiential online case scenarios, and discussions of professional issues in the field.

#### **Course Requisites:**

Graduate or professional standing in the UW-Madison or UW-Stevens Point Au.D. program.

---

## Course Details and Learning Outcomes:

There are no exams in this class. The class consists of 4 modules. Specific requirements for each module are linked here and also posted in canvas (so that this syllabus isn't novel-length). This syllabus is designed to give a course overview, a brief description of each module, and an organized schedule of deadlines and requirements for the semester.

Students should review both this syllabus and the canvas site carefully. Feel free to contact me if there are any questions about course content or organization.

### **Module One: Audiology Public Policy** (January 22-February 10)

This module is designed to give students the opportunity to investigate, discuss, and reflect on topics in audiology public policy and advocacy.

#### Learning Outcomes

Students will:

- define their representation at the various levels of government.
- identify a public policy issue in the field of audiology that is relevant and interesting to them.
- create a flyer on their public policy issue designed to be presented to their federal representatives.
- describe their public policy and defend their position on the issue in a two-minute elevator-speech video.
- discuss topics in audiology public policy in an online discussion format.

This module consists of a three-part assignment followed by a discussion about current policy issues. See the weekly course schedule (in this syllabus) for detailed deadlines. See [Public Policy Assignment](#) and [Discussion Requirements](#) documents for requirements for the assignment and the discussion, respectively.

### **Module Two: Discussions of Clinical Topics** (February 11-March 24)

This module is designed to give students the opportunity to investigate, discuss, and reflect on topics in audiology clinical practice.

#### Learning Outcomes

Students will:

- distinguish relevant questions regarding clinical topics.
- integrate current research on clinical topics into online, peer-led discussion.
- reflect on their clinical experiences as they relate to topics in the peer-led discussions.
- reflect on classmates' discussion topics and responses in online discussions.
- evaluate the contributions of their peers during the week that they are assigned to lead the online discussion.

See [Discussion Requirements](#) document for detailed requirements.

**Module Three: Clinical Case Scenario Assignments (March 25-April 14)**

This module is designed to give students the opportunity to investigate, discuss, and reflect on topics in audiology differential diagnosis.

Learning Outcomes

Students will:

- gather and identify relevant information in two audiology patient case scenario simulations (vestibular and cochlear implant).
- differentially diagnose the simulation patient in each case using the information provided in the online scenario.
- evaluate their own performance on and experiences with the case scenario simulations through a reflection and self-assessment assignment.

See [Clinical Case Scenario Assignment](#) document for detailed requirements.

**Module Four: Discussions of Professional Issues (April 15-May 6)**

This module is designed to give students the opportunity to investigate, discuss, and reflect on topics related to professional issues facing the field of audiology.

Learning Outcomes

Students will:

- distinguish relevant questions regarding professionalism topics.
- integrate current literature on professional topics into online, peer-led discussion.
- reflect on their professional experiences as they relate to topics in the peer-led discussions.
- reflect on classmates' discussion topics and responses in online discussions.
- evaluate the contributions of their peers during the week that they are assigned to lead the online discussion.

See [Discussion Requirements](#) document for detailed requirements.

## Weekly Course Schedule:

*P = discussion participant due date and time. Students are discussion participants for every week other than the week they are assigned to be the discussion leader. Due dates for discussion participants are for the final required post. See the Requirements for Discussion Modules document for details.*

*D = discussion leader due date and time.*

*All times referred to throughout this course are Central Standard Time (CST).*

Week	Date week begins	Topic	Activities and Assignments	Due date and time	Topic and/or discussion leader
Module One: 1/22/19-2/10/19 Public Policy Assignment and Discussion					
1:	1/22/19	Welcome!  Audiology Public Policy & Advocacy	Watch welcome video and review syllabus & course canvas site.  Post a one to two sentence summary of your current externship site this week on the General Discussion Board. The General Discussion Board will also be used for questions and general discussions throughout the semester.  Start <a href="#">Public Policy Assignment</a>		Dr. Buhr-Lawler
2:	1/28/19	Audiology Public Policy & Advocacy	Public Policy Assignment	Due 2/3 11:59 pm	Dr. Buhr-Lawler
3:	2/4/19	Audiology Public Policy & Advocacy	Discussion: Post a summary of your public policy topic and your stance on the issue. Summary post is due by 2/4 at 9 am. See <a href="#">Discussion Requirements</a> for details.  Make two posts in response to any of your peer's topics. The two response posts are due by 2/10 at 11:59 pm.	Summary post due 2/4 at 9 am  Response posts due by 2/10 11: 59 pm	All students: summary statements
Module 2: 2/11/19-3/24/19 Discussions of Clinical Topics					
4:	2/11/19	Ototoxicity	Discussion: Ototoxicity	L=2/11 9 am  P=2/17 11:59 pm	Ruthie White  Megan Annis

5:	2/18/19	Counseling	Discussion: Counseling, including but not limited to challenging counseling situations	L=2/18 9 am  P=2/24 11:59 pm	Christine McGuinty  Sara Misurelli
6:	2/25/19	Hearing tech tips and tricks	Discussion: Hearing technology tips and tricks	L=2/25 9 am  P=3/3 11:59 pm	Jamie Herskovitz  Maranda LaFave
7:	3/4/19	Vestibular	Discussion: Vestibular evaluation and management	L=3/4 9 am  P=3/10 11:59 pm	Chantal Van Ginkel  Emily Fisher  Victoria Pechachek
8:	3/11/19	OTC HAs and Audiology	Discussion: OTC & direct-to-consumer hearing aids and the changing landscape of audiology	L=3/11 9 am  P=3/17 11:59 pm	Sam Hellmann  Will Keener
9:	3/18/19	No class this week	Spring Break		
Module Three: 3/25/19 - 4/14/19 Clinical Case Scenario Assignment					
10:	3/25/19	Cochlear Implant and Vestibular Evaluation	<a href="#">Clinical Case Scenario Assignment</a> , which includes cochlear implant & vestibular cases and reflection/self-assessment.  Cases will be posted on or before 3/25. All components of the assignment are due on 4/14 at 11:59 pm.	4/14 11:59 pm	Dr. Buhr-Lawler
11:	4/1/19	Cochlear Implant and Vestibular Evaluation	Work on Clinical Case Scenario Assignment	4/14 11:59 pm	Dr. Buhr-Lawler
12:	4/8/19	Cochlear Implant and	Work on Clinical Case Scenario Assignment	4/14 11:59 pm	Dr. Buhr-Lawler

		Vestibular Evaluation			
Module Four: 4/15/19-5/6/19 Discussions of Professional Issues					
13:	4/15/19	The business of audiology	Discussion: Audiology business practices and challenges, including but not limited to billing, coding, and reimbursement.	L=4/15 9 am  P=4/21 11:59 pm	Emily Barquest  Michelle Schumann
14:	4/22/19	Professional communication and collaboration	Professional and interprofessional communication and collaboration	L=4/22 9 am  P=4/28 11:59 pm	Chelsea Ward  Becca Rancourt
15:	4/28/19	Next steps	Discussion: Next steps after graduation, work-life balance, and how to market yourself as a new graduate	L=4/28 9 am  P=5/5 11:59 pm	Sam Panning  Kimberly Finlan
16:	5/6/19	Graduation week!	Submit brief personal graduation video (details to be provided later).	Videos due from all by May 6 at 8 am!	Dr. Buhr-Lawler

### Grading:

Course Requirement	Percentage of final grade
Module One: Public Policy Assignment:	15%
Modules Two and Four: Discussions	65%
Module Three: Interactive Case Scenario Assignment	15%
Peer Grading	5%

See instructions for each module for detailed consequences of late/missed submissions. Generally, discussion submissions submitted late will be graded as 0. Any required assignment, such as the public policy assignment, will be graded down a half a letter grade for each day it is submitted late. If an assignment is made of multiple parts, this applies to

each part individually. There are typically no makeup or extra credit assignments in this course.

### Grading Scales:

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
	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	AB		B	BC		C	CD		D	F

### Educational Objectives:

ASHA Audiology Knowledge and Skills within the Curriculum to be addressed in this course:

3.1.2A (Effects of hearing impairment on educational, vocational, social, and psychological function and, consequently, on full and active participation in life activities); 3.1.3A (Applying the principles of evidence-based practice); 3.1.4A (Balance system assessment and determine the need for balance rehabilitation, Generate recommendations and referrals resulting from the evaluation processes); 3.1.6A (Develop culturally sensitive and age-appropriate management strategies, Recommend, dispense, and service prosthetic and assistive devices, and Conduct audiologic (re)habilitation and engage in interprofessional practice to maximize outcomes for individuals served).

### Academic Policies:

#### ATTENDANCE

Computer/Internet Access: Each student is required to have regular access to a computer and high speed internet. If you have problems accessing a computer, you will not be able to meet the requirements to perform satisfactorily in this class.

**Attendance:** Attendance will be determined through participation in discussions on canvas and completion of assignments. Students are expected to participate in the online discussions during the weeks they are scheduled. Missed discussion post or assignments will be graded as a 0.

**Excused absences** are absences due to illness, a death in the immediate family preventing you from interacting online or completing assignments, a conflict with the schedule of religious observances, or a genuine emergency. Be prepared to provide documentation when returning from an emergency or medical absence. In all other cases, an absence is considered an excused absence only if the instructor deems it so after conferring with you PRIOR TO the absence. Evidence supporting the claim of an excused absence may be required.

## **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/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

## **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>

## **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/>

**Religious Conflicts:** In accordance with University of Wisconsin policy, any potential conflict between class requirements and religious observance must be made known to an instructor within the first week 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.