

CS&D 921: Seminar in Audiology

Spring semester, 2017

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Course Description:

This seminar class is the final course in the UW-Madison/UW-Stevens Point Au.D. program. This course is designed to give students the opportunity to investigate, discuss, and reflect on topics in audiology advocacy, clinical practice, differential diagnosis, and professional issues. The course consists of four modules. The modules include a public policy assignment and discussion, discussions of clinical topics, experiential online case scenarios, and discussions of professional issues in the field. This class is entirely online and is housed in the UW-Madison learn@UW platform.

Course Details:

Module One: Audiology Public Policy (1/17/17-2/5/17)

Learning Objectives

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 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.

Requirements:

Detailed assignment is posted in course materials on the learn@UW site.

The video and written components of the assignment are due to the dropbox on the learn@UW site on or before **February 1, 2017 at 6:00 pm**. Discussion on the topic begins on January 30, 2017. See assignment for consequences of late submissions.

Module Two: Discussions of Clinical Topics (2/6/17-3/19/17)

Learning Objectives

Students will:

- distinguish relevant questions regarding clinical topics (if assigned to lead discussion in this module).
- 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.

Requirements: Each student is assigned to co-lead a discussion on a topic in either clinical or professional issues. See the detailed explanation of requirements for discussion leaders and discussion participants below for all requirements and consequences of late or incomplete contribution to discussions.

Module Three: Clinical Case Scenario Assignments (3/27/17-4/16/17)

Learning Objectives

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.

Requirements:

Detailed assignment requirements will be posted in the course content on the learn@UW site.

Module Four: Discussions of Professional Issues (4/17/17-5/12/17)

Learning Objectives

Students will:

- distinguish relevant questions regarding professionalism topics (if assigned to lead discussion in this module).
- 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.

Requirements: Each student is assigned to co-lead a discussion on a topic in either clinical or professional issues. See the detailed explanation of requirements for discussion leaders and discussion participants below for all requirements and consequences of late or incomplete contribution to discussions.

Weekly Course Schedule:

P = discussion participant due date and time

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	Due date and time	Topic or discussion leader
Module One: 1/17/17-2/5/17 Public Policy Assignment and Discussion					
1:	1/17/16	Welcome! Audiology Public Policy & Advocacy	Review course introduction video, syllabus, and learn@UW course site. Use "General Discussion Board" for questions about class logistics. Post a one to two sentence summary of your current externship site this week on the General Discussion Board. Start Public Policy Assignment		Dr. Buhr-Lawler
2:	1/23/17	Audiology Public Policy & Advocacy	Public Policy Assignment	2/1 6 pm	Dr. Buhr-Lawler
3:	1/30/17	Audiology Public Policy & Advocacy	Discussion: Post a summary of your public policy topic and your stance on the issue	P=2/5 11: 59 pm	Dr. Buhr-Lawler
Module 2: 2/6/17-3/19/17 Discussions of Clinical Topics					
4:	2/6/17	Third Window Disorders:	Discussion: Enlarged Vestibular Aqueduct, Superior Canal Dehiscence, & other third	L=2/6 9 am	Erica Bennett Sara Rittweger

		Eval and Management	window disorders: evaluation and management	P=2/12 11:59 pm	
5:	2/13/17	Personal Sound Amplifiers & Other "Hearbles"	Discussion: PSAPs and other "hearables": updates, usefulness, and their role in and impact on the profession of audiology	L=2/13 9 am P=2/19 11:59 pm	Hallee Patel Alex Gonzalez
6:	2/20/17	Hearing Aids & Other Hearing Tech	Discussion: Hearing aids and other assistive hearing technology: tips, tricks, and updates	L=2/20 9 am P=2/26 11:59 pm	Helena Seol Brittani Trapp
7:	2/27/16	Auditory Neuropathy Spectrum Disorder	Discussion: Special topics in ANSD evaluation & management (Discussion ideas: amplification, counseling, cochlear implant candidacy)	L=2/27 9 am P=3/5 11:59 pm	Lucy Woerfel Meggie Dallapiazza
8:	3/6/17	Counseling and Patient Mental Health	Discussion: Counseling and patient mental health (Discussion ideas: working with patients who are suicidal or who have other mental health issues; bullying; working respectfully with all patient populations)	L=3/6 9 am P=3/12 11:59 pm	Bridget Shanahan Rachel Craig
9:	3/13/17	Military and Industrial Audiology	Discussion: Topics in military and industrial audiology (Discussion ideas: special populations and considerations, adult CAPD measures and treatment, hearing loss prevention)	L=3/13 9 am P=3/19 11:59 pm	Allison Heller Anne Beardsley
10:	3/20/17		No class this week: Spring break		
Module Three: 3/27/17-4/16/17 Case Scenario Assignments					
11:	3/27/17	Cochlear Implant and Vestibular Evaluation	Cochlear implant (CI) and vestibular clinical case scenarios assignments. Both cases will be posted on or before 3/27 and are due on 4/16 at 6 pm. Assignments include completion of the two cases and reflection/self-assessment (see assignment for details).	4/16 6 pm	Dr. Buhr-Lawler

12:	4/3/17 (AAA week)	Cochlear Implant and Vestibular Evaluation	See above	4/16 6 pm	Dr. Buhr-Lawler
13:	4/10/17	Cochlear Implant and Vestibular Evaluation	Reflection and Self-Assessment due on 4/16 at 6 pm. Both cases must be completed by this day/time as well.	4/16 6 pm	Dr. Buhr-Lawler
Module Four: 4/17/17-5/12/17 Discussions of Audiology Professional Issues					
14:	4/17/17	The Business of Audiology	Discussion: Audiology business practices and challenges, including but not limited to billing, coding, and reimbursement. Begin mindfulness activity posted in Learn@UW.	L=4/17 9 am P=4/23 11:59 pm	Cyndie Chow Kasey Englebert
15:	4/24/17	Mindfulness in Clinical Practice, Managing the Work-life Balance	Discussion: Mindfulness & managing work-life balance Complete mindfulness activity posted in Learn@UW.	L=4/24 9 am P=4/30 11:59 pm	Eric Bostwick Laura Steinhoff
16:	5/1/17	Next Steps After Graduation	Discussion: Next steps. (Discussion ideas: what lies ahead?; logistics of licensure and/or billing; how to remain active in the audiology community; outreach and humanitarian opportunities)	L=5/1 9 am P=5/7 11:59 pm	Dr. Buhr-Lawler
17:	5/8/16	Last class week and graduation week!	Submit brief personal graduation video (details to be provided later).	Videos due from all by 5/10 at 8 am	

Requirements for discussion leaders and participants:

Leading discussions:

- Each student is assigned to co-present on one topic and co-lead the discussion for that week.
- Each discussion leader is required to post **three thought- and discussion-provoking questions** to the discussion section of the course learn@UW

site by Monday at 9:00 am CST the week they are leading. This means that there will be six discussion questions each week (three from both co-leaders).

- Discussion questions should focus on the topic area assigned for the week. Discussion ideas listed on the schedule are suggestions, not requirements. You do not need to limit the discussions to those areas.
- Discussion leaders are required to post at least **one reading/article** to supplement the topic and enhance conversation. These can be posted directly into the discussion section of the course under that week's topic. Readings should come from peer-reviewed journals, reputable non-peer-reviewed journals, or reputable websites. Since each co-leader is required to post at least one article on his/her week, there should be at least two readings for each week of discussion. At least one discussion question should draw from the literature posted by the discussion leader.
- There may be article(s) that I want you and your classmates to read to enhance your discussions. If so, those articles will be posted on Learn@UW in the content under the topic for that week. Discussion leaders and participants should review those articles.
- Leaders also must read all of the answers that are posted to their 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.) Note: You will not receive more credit for posting more than three questions; the focus should be on writing excellent, discussion-generating questions rather than the number of questions.
 - Students should work together with your co-leader to plan your questions and answers so that the discussion takes place in a seamless and non-redundant manner. Most topics have multiple potential discussion areas. One suggestion (not required) is for co-presenters to split the topic at a natural divide so that each takes one area; for instance, if the topic includes evaluation and management, one presenter leads the discussion on evaluation and the other leads the discussion on management.
- For week 16 ("Next Steps,") responses do not need to be supported by literature.
- Grading of discussion leaders will be evaluated by the instructor using the following guidelines:
 - a. Did the leader post the required amount of questions?
 - b. Did the leader stimulate a thought-provoking discussion?
 - c. Did the leader respond to other students' inquiries (and in a respectful way)?
 - d. Did the leader expand the discussion beyond original posed questions?

Participating in discussions:

- The discussions for this seminar will occur via the Discussion section of the course's Learn@UW site. Discussions occur during **modules 2, and 4** of the class. All of the following information applies to modules 2 and 4. There is also one discussion post required in module 1, however, the requirements for that are different from those below and are listed in the Public Policy Assignment.
- The "discussion week" runs from Monday at 9:00 am until Sunday at 11:59 pm.
- Discussion participants are required to submit at least **three quality, thought provoking, and original contributions** for each discussion. This means you are

required to submit at least three contributions per week when there is a required discussion.

- Discussion contributions will be accepted through Sunday at 11:59 pm CST of each week, but no more than one of the required three minimum contributions will be counted if submitted on Sunday.
- Each student will be graded on a scale of **0-3 points each week when s/he is a discussion contributor**, typically with one point available for each submitted post. If more than three posts are submitted, the best three posts will be graded.
- Discussion participants should review all the posted materials (articles, websites, resources, etc.) each week.
- Think of posts as short-answer exam questions. Discussion posts should be accurate and informative, clearly written, properly capitalized, and as free from spelling and grammatical errors.
- In addition to being well written and error-free, posts should span at least three levels of knowledge, as defined by Bloom's taxonomy for full credit. See Appendix 1 at the bottom of this document for Bloom's taxonomy diagrammed. Levels of knowledge (from most basic to most advanced) are: remembering, understanding, applying, analyzing, evaluating, synthesizing/creating. Contributions that do not meet requirements will not be awarded points. For example, a contribution such as, "yes, we do that at my clinic" is welcomed but does not count toward a grade.
- You can use book chapters, Audiology Online, journal articles, or other sources to support your contributions. The PubMed database is a great source for relevant articles.
- You are responsible for monitoring and, as necessary, responding to any follow-up comments from your answers or posts. (You do not need to respond to all follow-up comments, but please respond to a comment if you believe there is something you need to respond to.)
- The "Mindfulness in Clinical Practice" discussion week includes an assigned activity. You need to review and complete that activity prior to the discussion that week.

Peer grading for discussions

- For the week you are the discussion leader, you are required to grade your classmates' discussion contributions. You only need to complete one peer grading form for during the class, and that form should reflect your classmates' participation for the week you are the discussion leader. The raw scores each student gets from his/her classmates will factor directly into their grade for the course. Scoring guidelines are as follows:
 - 0: My classmate did not post this week.
 - 1: My classmate posted less than three contributions. If my classmate posted three contributions, they were duplicate posts or basic posts (e.g. agreeing or disagreeing)
 - 2: My classmate posted at least three contributions that involved basic recall or summary of information.
 - 3: My classmate posted at least three quality, thought provoking, and original contributions that span over two levels of Bloom's taxonomy.

- The Peer Grading Form is available via google forms, and there is a link to the form in the Content section of the learn@UW course site. Your peer grading form is due by the Wednesday at 9 pm CST following your scheduled deadline for leading the discussion. For example, if discussions for your topic are due by Sunday, February 19 at 11:59 pm CST, you are required to complete the grading form by Wednesday, February 22 at 9 pm CST.

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%

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 knowledge to be gained in this class

A7, A8, A16, A17, A26, A27, C1, C8, D2 b and c, F5, F6

Academic Policies:

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 have significant problems performing satisfactorily in this class.

Attendance: Attendance will be determined through your participation in discussions on Learn@UW and completion of assignments. You are expected to participate in the online discussions during the weeks they are scheduled.

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, such as a doctor's note, 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

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://students.wisc.edu/saja/pdf/UWS14.pdf>)

Academic honesty requires that the coursework (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: (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.”

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://students.wisc.edu/saja/pdf/UWS14.pdf>

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, you must contact the instructors within the first two weeks of the semester to discuss your needs.

Further information for students with disabilities:
Access and Accommodation Resource Coordinators

<http://adac.wisc.edu/facstaff/coord.html>

Equity & Diversity Resource Center

<http://oed.wisc.edu/>

Facilities Access

<http://www.fpm.wisc.edu/accessibility/>

McBurney Disability Resource Center

<http://www.mcburney.wisc.edu/>

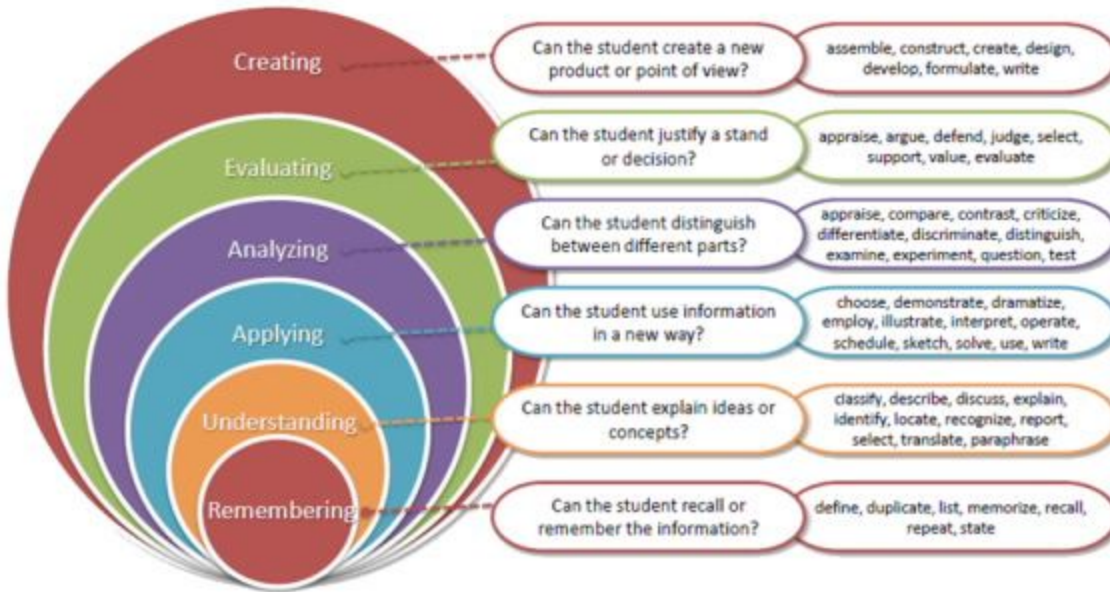
Madison ADA Policies

<http://adac.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.

Appendix 1:

Bloom's taxonomy, diagrammed:



Taken from www.aia.org