

COURSE SYLLABUS
CSD 921: Problems in Audiology
UW-Stevens Point & UW-Madison
Fall 2021
Online Class

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Office Hours: Mondays 2:30-3:30, Thursdays 1:30-2:30, Fridays 11-noon, or by appointment.
I will generally be in my office during these times, and you're welcome to call my office phone. We can also easily meet over Zoom, either during my regular office hours times or at other times. Please email or call me if you'd like to meet over Zoom, and I can quickly and easily open a meeting.

Class Dates: Per the AuD program academic calendar, **class responsibilities begin on Weds., September 8, and extend through the end of the AuD program final exam week on Friday, December 17.**

E-mail communication: You should plan to check your school e-mail account at least 3-4 times per week for any important class announcements. I typically reply to emails within two business days or sooner, although it may take a little longer if your email doesn't require an urgent reply. I cannot guarantee that I will check or respond to email on evenings and weekends. If you believe you are delayed on an important matter because I have not replied to your email within two business days, then please re-send the email or try contacting me over the phone (leave a voicemail message if I do not answer). If you have a last-minute question about how to meet a class requirement, please use your best judgement and attempt to meet the requirement as best as possible until I am able to reply to your question.

Co-requisite: 894, Audiology Externship

Course Description:

This is a seminar/discussion-style online course. You will learn about current topics and problems in the field, and you are required to *actively* participate and contribute to the course discussions. The course will consist of an introduction plus four main sections: CAPD (3 weeks); Tinnitus, Hyperacusis, and Misophonia (2 weeks); *How Doctors Think* (4 weeks); and Case Presentations (5 weeks). Each week begins on a Monday and ends on a Monday, **except for the very first week of class, which begins on a Wednesday (9/8) and ends on the following Monday (9/13).**

Required Book:

You are required to have a copy of the book *How Doctors Think* from about October 15-November 29. I highly recommend ordering early to make sure you have it in time. You are **not** required to have the version "with a new afterword" (but it's fine if you do have that version). You should be able to buy this book for less than \$15-20, but your local public library may also have a copy.

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 2.5 hours per week, with an additional ~6 hours expected outside of class for reading, studying, and completing assignments. Keeping that in mind, if you have questions or concerns about the workload of this course, please let me know. It would be helpful (although not required) if you can give me an approximate idea of how much time per week you are spending on each requirement (for example, 2 hours reading articles, 3 hours preparing posts to the discussion, 3 hours reading the discussion, etc.), because this will help me consider how I might modify the requirements.

Attendance and Participation:

For this seminar-style course to be successful, you will need to **read the discussion at least 3-4 times per week and expect to participate as described in the discussion requirements.** 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 for each week will run from Monday at 8am (when questions are posted) until the following Monday at 8am (when the posting deadline ends).** All deadlines are according to **Central Daylight/Standard Time.**

Grading:

Your semester grade will be an average of your percentage earned for each week's discussion. To grade your discussion posts (regardless of whether you are a leader/presenter or a participant during that week), I will be looking at each week's posts (inclusive of all your posted questions and/or your required responses) as short-medium answer questions worth a total of 100 points. If you meet the discussion requirements for that week, your information is accurate, your descriptions and explanations are clear, you cite sources as required, you provide a well-thought-out answer, and have minimal spelling or grammatical issues, then you will earn 100 points. If you meet the essential discussion requirements but have some relatively minor issues with the above, then you will lose some points but still earn a passing grade for that week in the A, AB (or A-/B+), or B range. If you do not meet the discussion requirements for a week, then you will not earn a passing grade for that week.

Grading Scale

UWSP Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentage	100.00- 92.00	91.99- 90.00	89.99- 88.00	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
UW – Madison Letter Grade	A	AB		B	BC		C	CD		D	F

Professionalism:

This class is part of your training for your professional career. Professional behavior and attitude are

expected in the discussion. This includes, but is not limited to, respect and tolerance of others, and acting responsibly and with integrity.

For examples of Codes of Ethics for Speech and Hearing Professionals, see:

American Academy of Audiology Code of Ethics: <https://mk0audiologyotvgk5ps.kinstacdn.com/wp-content/uploads/2021/05/201910-CodeOfEthicsOf-AAA-1.pdf>, or American Speech-Language Hearing Association Code of Ethics: <https://www.asha.org/policy/et2016-00342/>.

Academic Misconduct:

Information on the policies that apply to all UW System students and faculty regarding academic misconduct can be found at this UW-Madison website:

<https://conduct.students.wisc.edu/misconduct/academic-integrity/>. You are also responsible for reviewing and understanding all of the information about avoiding plagiarism at this link, especially the information on successful and unsuccessful paraphrases:

<https://writing.wisc.edu/handbook/assignments/quoting/sources/>. *Plagiarism on a discussion post in this class may result in a reduced or failing grade for the plagiarized portion.*

Students with Disabilities:

If any student has a documented disability and requires accommodations in meeting the class requirements, please contact me as early as possible in the semester to discuss accommodations. Please note that I cannot apply accommodations retroactively to a class requirement that you've already completed. Thus, if you are unsure whether or not you need an accommodation, it is best to discuss the possibility with me beforehand, and we can then decide the best way to proceed.

Religious Observances:

I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first 3 weeks of the semester regarding specific dates with which you have conflicts.

Student Privacy and Intellectual Property of Recorded Materials:

Materials and recordings for this class are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] **Students may not copy or share materials and recordings outside of class**, including posting on internet sites or selling to commercial entities. **Students are also 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.

ASHA Standards/Competencies:

The following American Speech-Language-Hearing Association (ASHA) Council for Clinical Certification (CFCC) 2020 standards for the Certificate of Clinical Competence in Audiology (CCC-A) are covered in this course (see table below).

Method of Assessing Competency: All of these competencies are assessed via students

leading/presenting and participating in the discussions. For each competency, (a) passing grade(s) on the discussion(s) covering the corresponding material will serve as documentation that the student has met competency. A passing grade is a B or better. If a student fails to complete any of the tasks listed below, they will work with the course instructor to either redo the task or complete an additional task in order to demonstrate competency. If a student is not able to successfully complete this task, then an improvement plan will be initiated to remediate the skill in question. See the AuD handbook section on improvement plans.

ASHA CCC-A/CFCC (2020) standard; The student will demonstrate knowledge of (the skills portions of any standard lettered B or higher are not covered in this course):
A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management
A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span
A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication
A13. Principles of research and the application of evidence-based practice (i.e., scientific evidence, clinical expertise, and client/patient perspectives) for accurate and effective clinical decision making
A16. Principles and practices of client/patient/person/family-centered care, including the role and value of clients'/patients' narratives, clinician empathy, and shared decision making regarding treatment options and goals
A17. Importance, value, and role of interprofessional communication and practice in patient care
A18. The role, scope of practice, and responsibilities of audiologists and other related professionals
B10. Identifying persons at risk for speech-language and/or cognitive disorders that may interfere with communication, health, education, and/or psychosocial function
C6. Providing assessment of tolerance problems to determine the presence of hyperacusis
C15. Selecting, performing, and interpreting tests to evaluate central auditory processing disorder
D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders
D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing impairment for the client/patient, family members, and/or caregivers to enhance their well-being and quality of life
D6. Facilitating patients' acquisition of effective communication and coping skills
D7. Promoting clients'/patients' self-efficacy beliefs and promoting self-management of communication and related adjustment problems
E2. Identifying the need for, and providing for assessment of, concomitant cognitive/developmental concerns, sensory-perceptual and motor skills, and other health/medical conditions, as well as participating in interprofessional collaboration to provide comprehensive management and monitoring of all relevant issues
E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship
E7. Developing and implementing individualized intervention plans based on clients'/patients' preferences, abilities, communication needs and problems, and related adjustment difficulties
E8. Selecting and fitting appropriate amplification devices and assistive technologies

E22. Counseling clients/patients regarding the audiologic significance of tinnitus and factors that cause or exacerbate tinnitus to resolve misconceptions and alleviate anxiety related to this auditory disorder
E23. Counseling clients/patients to promote the effective use of ear-level sound generators and/or the identification and use of situationally appropriate environmental sounds to minimize their perception of tinnitus in pertinent situations
E24. Counseling clients/patients to facilitate identification and adoption of effective coping strategies to reduce tinnitus-induced stress, concentration difficulties, and sleep disturbances
E25. Monitoring and assessing the use of ear-level and/or environmental sound generators and the use of adaptive coping strategies to ensure treatment benefit and successful outcome(s)
E28. Ensuring treatment benefit and satisfaction by monitoring progress and assessing treatment outcome

Course Schedule

Introductions: Week One (9/8-9/13)

For this first week, you are required to complete **TWO** posts. One should be started by you and include

information about yourself and your externship experience thus far. Please include location, demographic of patients, likes/dislikes, etc. Also, feel free to share about anything you did over the summer months. Your second post should be a comment to someone else's post. Your second post may be brief, but please try to write at least a sentence or two. In general, this week is used to get a sense of where everyone is across the country and what their experience has been thus far.

Section 1: CAPD Weeks of September 13th, September 20th, and September 27th.

Students are expected to read the entire discussion, read/view any required resources, as well as meet all discussion participation requirements (see separate document) during these weeks.

Discussion Weeks begin on Mondays at 8 am, and end the following Monday at 8 am.

Week	Topic(s)	Discussion Leader / Posting Questions
September 13-September 20	Understanding and defining CAPD; CAPD and comorbidities	Dr. Henning
September 20-September 27	Pediatric CAPD cases	Dr. Henning
September 27-October 4	Adult CAPD cases	Dr. Henning

Section 2: Tinnitus, Hyperacusis, and Misophonia
Weeks of October 4th and October 11th.

Discussion Weeks begin on Mondays at 8 am, and end the following Monday at 8 am.

- All students are expected to read the entire discussion and read/view any required resources.
- Students who are discussion leaders during a given week are expected to meet all requirements for that role (see separate document).
- All students who are not discussion leaders during a given week are expected to meet all discussion participation requirements (see separate document) during those weeks.

Week	Topic(s)	Discussion Leaders / Posting Questions
October 4-October 11	Tinnitus, hyperacusis, and/or misophonia assessment	So 2 students
October 11-October 18	Tinnitus, hyperacusis, and/or misophonia treatment and management	Heather, TBD assessment vs. treatment Molly 2-3 students

Section 3: *How Doctors Think*
Weeks of October 18th, October 25th, November 1st, and November 22nd.

Discussion Weeks begin on Mondays at 8 am, and end the following Monday at 8 am.

- All students are expected to read the chapters for each week, as well as the entire discussion.
- Students who are discussion leaders during a given week are expected to meet all requirements for that role (see separate document).
- All students who are not discussion leaders during a given week are expected to meet all discussion participation requirements (see separate document) during those weeks.
 - **NOTE** there are reduced discussion requirements during Thanksgiving week. Please see the Thanksgiving week requirements in the discussion requirements document (bottom half of page 2).

Week	Topic(s)	Discussion Leaders / Posting Questions
October 18-October 25	Introduction, chapters 1-3	Emma 2-3 students
October 25-November 1	Chapters 4-6	3 students
November 1-November 8	Chapters 7-9	2-3 students
November 22-November 29	Chapter 10 and Epilogue	Dr. Henning

Section 4: Case Presentations

Weeks of November 8th, November 15th, November 29th, December 6th, and December 13th (NOTE this last week is a shorter week and ends on Friday).

NOTE: The week of November 22 (Thanksgiving week), the discussion will shift back to Section 3 and the book *How Doctors Think*.

- All students are expected to read the entire discussion.
- Students who are presenters / discussion leaders during a given week are expected to meet all requirements for that role (see separate document).
- All students who are not discussion leaders during a given week are expected to meet all discussion participation / audience requirements (see separate document) during those weeks.

Week	Topic(s)	Discussion Leaders / Presenters
November 8-November 15	Case presentations	2-3 students per week
November 15-November 22	Case presentations	2-3 students per week
November 29-December 6	Case presentations	2-3 students per week
December 6-December 13	Case presentations	2-3 students per week
December 13-December 17	Case presentations	2 students