



CS&D 832: Pediatric Audiology

Spring semester, 2024

MW 8:15-9:30 AM, GNH room 412, via distance technology with UWSP

The first class day will be January 22nd, 2024 and the final class day will be May 1st, 2024

INSTRUCTOR

Rachel Lee, Au.D., CCC-A 335 Goodnight Hall
Office #: 608/262-6467 Cell #: 608/422-1126 E-mail: rachel.lee@wisc.edu

INSTRUCTOR AVAILABILITY

Office hours will be conducted upon request, in-person or via Zoom

READER/GRADER

Mary Skorupa, B.S. E-mail: mskorupa@wisc.edu

CREDITS

3 credits. The credit hours are met by three hours (i.e., 150 minutes) of classroom or direct faculty instruction and a minimum of six hours of out of class student work each week over approximately 15 weeks. Out of class work will include readings, quizzes, self-guided lab assignments, preparing presentations, etc.

COURSE DESCRIPTION

Per UW-Madison Catalog 2023-2024:

Study of normal physical, social, cognitive, speech and language and auditory development in children, the causes and effects of childhood hearing loss, hearing screening and the principles of early intervention, and the behavioral and objective assessment of hearing in children. Enroll Info: Grad st & cons inst, Com Dis 850, 851, 852, 858

Requisites: Graduate/professional standing

INSTRUCTIONAL MODALITY.

In-person.

REQUIRED TEXTS

Tharpe, A.M., & Seewald, R. (Eds.) (2017). *Comprehensive Handbook of Pediatric Audiology*, (2nd ed). CA: Plural Publishing

Katz, J. (2014). *Handbook of Clinical Audiology*, 7th Edition. Lippincott Williams and Wilkins: Philadelphia, PA.

RECOMMENDED TEXTS

Madell, J., & Flexer, C. (2013). *Pediatric Audiology: Diagnosis, Technology and Management*, (2nd ed). NY: Thieme Publishers

Schwartz, S. (2007). *Choices in Deafness: A Parent's Guide to Communication Options*, (3rd ed). Woodbine House: Bethesda, MD.

COURSE WEBPAGE

Access through <http://canvas.wisc.edu/>

All course materials (syllabus, lectures, assignments) will be available on [Canvas](#). Lecture slides will be made available at least one hour before class. *It is the student's responsibility to check for updates.*

[Technology Guidelines and Recommendations](#) for instruction. Students should consult these resources prior to the start of the semester.

If needed, please log-in to Zoom via the Canvas page. Doing so ensures you can access all of the features of Zoom available through your UW account.

DIVERSITY, EQUITY, AND INCLUSION

"Diversity is a source of strength, creativity and innovation for the University of Wisconsin-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." - *Excerpt from UW-Madison's Institutional Statement on Diversity.*

I want our learning environment to be one that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!
- If you feel like your performance in this class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.
- I, like many others, am still in the process of learning (and unlearning) about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

REGULAR AND SUBSTANTIVE STUDENT-INSTRUCTOR INTERACTION

Instructor will engage with students via direct instruction, via feedback on student work, and by providing information about the course content. Instructor will regularly interact with students at scheduled class times and additionally as requested during office hours. This interaction is completed minimally twice per week. Class meetings will include instructor presentations, discussions, exams, skill development exercises, and in-class small-group work.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to

- Describe embryological development of the human ear and discuss its relationship to childhood hearing loss.
- Integrate knowledge of genetics into pediatric audiology clinical practice.
- Demonstrate how childhood disorders can affect the auditory system.
- Describe typical childhood development and its effects on clinical practice, including selection of appropriate tests, procedures used, and appropriate interventions.
- Accurately measure and interpret a child's hearing ability by eliciting an effective case history and obtaining electrophysiological and behavioral test results as needed.
- Describe and justify the EHDI system and identify barriers and solutions to successful progression through this system.
- Develop family centered, evidence based recommendations with cultural humility for the pediatric audiology population.
- Develop leadership skills and use them in your pediatric audiology practice.
- Identify children with auditory processing disorders (APD), develop an evaluation test battery for auditory processing disorders using behavioral and physiological measurements.

COURSE CONTENT

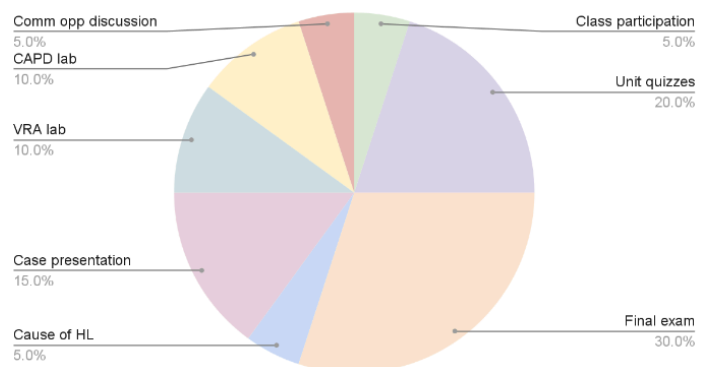
This course consists of six units in the following order

- I. Embryology and Genetics
- II. Causes of Childhood Hearing Loss
- III. Pediatric Hearing Assessment
 - Behavioral assessment
 - Objective assessment & test battery
- IV. Special Considerations
- V. EHDI + Communication Opportunities
- VI. Case Presentations

COURSE REQUIREMENTS AND GRADING

You must complete all requirements and assignments to a satisfactory degree (B or better), regardless of your grade in the rest of the class, to pass the class. If you earn less than a B on an assignment you may be asked to redo/retake the assignment to prove you have met competency (KASA) requirements. This redo/retake will NOT change your grade.

- **Unit Quizzes:** 20% (4 @ 5% each)
- **Cause of Hearing Loss Presentation:** 5%
- **Case Study Presentation:** 15%
- **VRA Lab Assignment:** 10%
- **CAPD Lab Assignment:** 10%
- **Communication Opportunities Discussion:** 5%
- **Class Participation:** 5%
- **Final Exam:** 30%



UNIT QUIZZES

Unit quizzes will be administered at the end of each unit on Canvas. You can complete them on your own time, but once you begin, each quiz will have a time limit. You may only take the quiz once, but you can use your notes. You must take the quiz by yourself and cannot share questions/answers with your classmates. The

questions will contain a combination of multiple choice, true/false, fill-in-the-blank, and short answer questions, but there may be long answer questions. See the [schedule](#) for specific quiz dates.

STUDENT PRESENTATIONS

Two presentations will be given during class; an informal “causes of childhood hearing loss” presentation and a formal case presentation. See the [assignment descriptions](#) for additional information.

LAB ASSIGNMENTS

1. **VRA:** Students will participate in a lab related to the topic of Visual Reinforcement Audiometry (VRA). You will need to work on the lab in groups outside of class time. Instructions and a rubric for the lab will be provided after the VRA lecture.
2. **CAPD:** Students will participate in a lab related to the topic of CAPD. You will need to work on the lab outside of regular class time. Although you may work with a partner or in a group for parts of the lab, the lab write up should be done individually. You will be given instructions for the lab assignment after the first CAPD lecture.

COMMUNICATION OPPORTUNITIES DISCUSSION

In Unit V we will be discussing Communication Opportunities. During this week, you are required to contribute to the Canvas Discussion. You will be assigned to different chapters from *Choices in Deafness* (see below) and must respond to all of the questions for your chapter *and* a response to a classmate’s post from another chapter group to earn full points. See [course schedule](#) for due dates.

| Chapter | Students |
|----------------|--------------------------------------|
| Chapter 9 | Jaskirat, Mariana, Pang, Josephine |
| Chapter 10 | Amy, Allie, Gabrielle, Kaylee, Catie |
| Chapter 11 | Grace, Olivia, Anna, Aubrey |
| Chapter 13 | Melanie, Adriana, Hunter, Teresa |

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, posting a question/thought on the class on the week’s Canvas Discussion board, or responding to a classmate’s question/thought on the Canvas Discussion board*. If you opt to contribute via the Canvas Discussion board, your contribution must show *graduate*-level analysis of the content. Your contribution must be made by the following Sunday, at 11:59 pm, for credit (e.g., week of March 18, contribution must be made by March 24 at 11:59 pm).

*Our campuses have different spring recesses this semester. During this time you will be required to complete a case study assignment to earn full participation points. Details to come at a later date. See [course schedule](#) for dates.

FINAL EXAM

The final exam will be available on Monday, May 6th at 8:00 AM and must be submitted by 11:59 PM. The exam will be open-book and will contain cases, with short and long essay questions. You must not share the questions with your classmates, and must work alone on the exam. Failing to do so will result in a “0” grade for the exam. Even though the exam will be open-book, it will require you to synthesize information from the entire semester, and will require good clinical decision-making. If you are not able to attend an exam due to illness or emergency, please contact Dr. Lee in advance. Unexcused absences for the final exam will result in a “0” grade for the exam.

GRADING SCALE

| UWSP Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
|-------------------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|
| Percentage | 100-93 | 92.9-90 | 89.8-88 | 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 | | D | | F |

GENERAL GRADING INFORMATION

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

POLICIES

E-mail communication

I recommend that you check your school email 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 email 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.**

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 find a solution.

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.

PRIVACY OF STUDENT RECORDS AND THE USAGE OF AUDIO RECORDED LECTURES

View more [information about FERPA](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, except for sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise 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.

STUDENT RIGHTS & RESPONSIBILITIES

ACADEMIC POLICIES

Academic calendar & religious observances

Establishment of the academic calendar for the University of Wisconsin-Madison falls within the authority of the faculty as set forth in Faculty Policies and Procedures. Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin, and the federal government. For additional dates and deadlines for students, see the Office of the Registrar's pages. Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to religious observances.

Academic integrity statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary sanctions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for students with disabilities

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 (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: McBurney Disability Resource Center)

Course evaluations

Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Most instructors use AEFIS a digital course evaluation survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that anonymous course evaluations are available. Student participation is an integral component of course development, and confidential feedback is important. UW-Madison strongly encourages student participation in course evaluations.

Mental health and well-being

Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others.

Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

Teaching & learning data transparency statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through learning analytics, and to enable proctoring capabilities. View the university's full teaching and learning data transparency statement.

KASA/CFCC Requirements

The following table lists the CFCC standards that are covered in this course and indicates how each standard is assessed.

A passing grade is a B or better. If a student fails to complete any of the tasks listed below with a passing grade, they will work with the course instructor to either redo the task or complete an additional task to demonstrate competency with this task. If a student is not able to complete the task, then an improvement plan will be initiated to remediate the skill in question. See the Au.D. student handbook section in improvement plans for further details.

| Standard | Knowledge Area | Type of Documentation/Experience |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| A1. | Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology. | Passing grade on Unit I quiz Passing grade on final exam, |
| A1. | Genetics and associated syndromes related to hearing and balance. | Passing grade on Unit I quiz, Passing grade on final exam, Causes of HL presentation |
| A1. | Normal aspects of auditory physiology and behavior over the lifespan. | Passing grade on Unit III quiz Passing grade on final exam |
| A3. | Normal development of speech and language. | Passing grade on Unit III quiz, Passing grade on final exam |
| A3. | Language and speech characteristics and their development across the lifespan. | Passing grade on Unit III quiz, Passing grade on final exam |
| A2. | Effects of chemicals and other noxious elements on auditory and vestibular function. | Passing grade on Unit II quiz, Passing grade on final exam, Causes of HL presentation |
| A8, A16. | Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services. | Passing grade on Unit II, III, IV + V quizzes, Passing grade on exam, Causes of HL presentation |
| C4. | Pathologies related to hearing and balance and their medical diagnosis and treatment. | Passing grade on Unit II quiz, Passing grade on final exam, Causes of HL presentation |
| AA4. | Principles, methods, and applications of psychoacoustics. | Passing grade on Unit II quiz, Passing grade on final exam |
| A15. A16. D1-9. | Principles and applications of counseling. | Passing grade on Unit II, III, IV + V quizzes, Passing grade on final exam, Causes of HL presentation |
| A17-18, B5. | Consultation with professionals in related and/or allied service areas. | Passing grade on Unit II, III, IV + V quizzes, Passing grade on final exam, Causes of HL presentation |
| B1-2. | Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems. | Passing grade on Unit II, III, IV + V quizzes, VRA lab, CAPD lab Passing grade on final exam |
| B11-12. | Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive and age-and site-specific screening measures. | Passing grade on Unit III, IV + V quizzes, Passing grade on final exam, |
| C1-3, E1. | Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning. | Passing grade on Unit III Quiz, Passing grade on final exam, Causes of HL presentation |
| C4, C7-11, C13-16. | Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function. | Passing grade on Unit III Quiz, Passing grade on final exam, VRA lab, CAPD lab, |

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|------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| | | Causes of HL presentation |
| C7, C12. | Conducting and interpreting otoacoustic emissions and acoustic immittance (reflexes). | Passing grade on Unit III Quiz, Passing grade on final exam |
| C15. | Evaluating auditory-related processing disorders. | Passing grade on Unit IV + V Quiz, Passing grade on final exam, CAPD lab |
| A10, C3, E5. | Evaluating functional use of hearing. | Passing grade on Unit IV + V Quiz, Passing grade on final exam |
| B9, B13, C1, E20 | Referring to other professionals, agencies, and/or consumer organizations. | Passing grade on Unit II, III, IV + V quizzes, Passing grade on final exam, Causes of HL presentation |

Course Schedule

The schedule is tentative and subject to change. Any changes will be announced in class, by email, or on Canvas.

| Unit | Wk | Date | Topic | Readings <small>(required, recommended) T&S: Tharpe & Seewald, 2017</small> | Important Notes |
|-----------------------------------------------------|-------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Unit I: Embryology and Genetics | 1 | Mon, Jan 22 | Introduction Embryology for Audiologists | T&S Chapter 1 p.3-16; Embryologic Chart (Canvas); Embryologic Development table (Canvas); <i>Moore & Linthicum, 2007 (Canvas)</i> | Choose presentation topic by Jan 24th at 8:15 AM |
| | | Wed, Jan 24 | Embryology for Audiologists Embryology for Audiologists: Abnormalities | T&S Chapter 1 p.3-16 T&S Chapter 2 p. 23-30; Embryologic Development table (Canvas); Embryologic Chart (Canvas); <i>Moore & Linthicum, 2007 (Canvas)</i> | |
| | 2 | Mon, Jan 29 | Embryology for Audiologists: Abnormalities | T&S Chapter 1; p.16-19 | |
| | | Wed, Jan 31 | Genetics for Audiologists | T&S Chapter 6, p.133-135; Jones & Jones, Ch. 3 (Canvas) | Share part I presentation PPT w/ RL by Jan 31 at 8:15am |
| Unit I Quiz: Due Sunday, Feb 4th at 11:59 PM | | | | | |
| Unit II: Causes of Childhood HL | 3 | Mon, Feb 5 | Hereditary: non-syndromic | T&S Chapter 5 p.106-112; T&S Chapter 6, p.135-137 <i>Mahdieh, Rabbani, & Ilnoou, 2012 (Canvas)</i> <i>Katz, Chapter 25</i> | |
| | | Final Part I Presentation uploaded to Canvas by Tuesday, Feb 6th at 4:00 PM | | | |
| | Wed, Feb 7 | Hereditary: syndromic | T&S Chapter 5 p.106-112; T&S Chapter 6; 137-145; Guidelines for Audiologists on the Benefits and Limitations of Genetic Testing (Canvas) | Part I of presentations | |
| 4 | Mon, Feb 12 | Hereditary: syndromic | | Part I of presentations | |

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|------------------------------------------------------------------------------|------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--|
| | | Wed, Feb 14 | Non-hereditary: environmental factors | T&S Chapter 5 p.112-117; T&S Chapter 9 | Part I of presentations | |
| | 5 | Mon, Feb 19 | Non-hereditary: environmental factors | | Part I of presentations | |
| | | Wed, Feb 21 | Non-hereditary: environmental factors: otitis media | T&S Chapter 10 <i>Clinical Practice Guideline: Otitis Media with Effusion (AAP)</i> (Canvas) | | |
| Unit II Quiz: Due Sunday, Feb 25th at 11:59 PM | | | | | | |
| Unit III: Pediatric Hearing Assessment | 6 | Mon, Feb 26 | Developmental Milestones | T&S Chapters 3 & 4 | | |
| | | Wed, Feb 28 | Developmental Milestones Pediatric Case History | T&S Chapters 3 & 4 | | |
| | 7 | Mon, Mar 4 | Behavioral evaluations: BOA & VRA | T&S Chapter 23, p.591-598; Guidelines for the Audiologic Assessment of Children, ASHA (Canvas); Audiologic Guidelines for the Assessment of Hearing in Infants and Young Children, 2013 (Canvas) <i>Madell & Flexer, Chapters 6 & 7</i> | VRA lab assignment opens | |
| | | Wed, Mar 6 | Behavioral evaluations: CPA & speech perception | T&S Chapter 23, p.598-605; Guidelines for Audiologic Screening (Canvas); <i>Madell & Flexer, Chapter 8</i> | | |
| | 8 | Mon, Mar 11 | Behavioral evaluations: Other considerations | T&S Chapter 24; <i>Madell & Flexer, Chapter 9</i> (Canvas) | | |
| | | Wed, Mar 13 | Objective measures Clinical applications of electrophysiology | T&S Chapters 20, 21 Katz, Chapter 14 <i>Madell & Flexer, Chapter 15</i> | | |
| | VRA Lab: Due Sunday, Mar 17 at 11:59 PM | | | | | |
| | 9 | Mon, Mar 18 | No Class: Spring recess in Stevens Point Madison students work on VRA Lab + Case Studies | | | |
| | | Wed, Mar 20 | | | | |
| | 10 | Mon, Mar 25 | No Class: Spring recess in Madison Stevens Point students work on VRA Lab + Case Studies | | | |
| Wed, Mar 27 | | | | | | |
| Case Studies & Unit III Quiz Due Sunday, Mar 31st at 11:59 PM | | | | | | |
| Unit IV: Special Considerations | 11 | Mon, Apr 1 | Auditory Neuropathy Spectrum Disorder (ANSD) | T&S Chapters 11, 12; Guidelines for Auditory Neuropathy (Canvas) <i>De Siati et al., 2020 (Canvas)</i> | | |

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| | | Wed, Apr 3 | Mild and Unilateral Hearing Loss | T&S Chapter 37; Unilateral Hearing Loss, Best Practice Guidelines, 2011 (Canvas) <i>Lieu, Tye-Murray, & Fu, 2012 (Canvas)</i> <i>Madell & Flexer, Ch. 31 (Canvas)</i> | | |
| | 12 | Mon, Apr 8 | CAPD Overview + Assessment Guest Speaker: Amy Hartman, AuD, CCC-A | ASHA Practice Portal: CAPD AAA Clinical Practice Guidelines: CAPD, 2010 | CAPD Lab Assignment Opens (due 4/21) | |
| | | Wed, Apr 10 | CAPD Interpretation Guest Speaker: Amy Hartman, AuD, CCC-A | ASHA Practice Portal: CAPD AAA Clinical Practice Guidelines: CAPD, 2010 | | |
| Unit V: EHDI + Communication Opportunities | 13 | Mon, Apr 15 | Early Intervention & Newborn Hearing Screening | T&S Chapters 15, 18; Katz, Chapter 23 NIH Consensus Statement (Canvas); JCIH 2019 Position Statement (Canvas); Wisconsin Sound Beginnings ; <i>Madell & Flexer, Chapter 4 (Canvas)</i> | | |
| | | Wed, Apr 17 | AAA Conference No synchronous class Recommendations & Communication Opportunities (recorded lecture available on 4/15) Communication Opportunities Discussion on Canvas | Special Education Eligibility - WESP DHH ; Wisconsin School for the Deaf ; Wisconsin Families for Hands & Voices Choices in Deafness: Groups assigned to Chapters 9, 10, 11, 13 (Canvas) | Communication Opportunities Discussion board opens (due 4/28) | |
| CAPD Lab & Unit IV & V Quiz Due Sunday, April 21st at 11:59 PM | | | | | | |
| Unit VI: Case Study Presentations | 14 | Mon, Apr 22 | Whole Group Case Review | | | |
| | | Group 1 Submit Case Presentation PPT to Canvas by 8:15 AM on 4/22 | | | | |
| | | Wed, Apr 24 | Case Study Presentations | | | |
| | Group 2 Submit Case Presentation PPT to Canvas by 8:15 AM on 4/27 | | | | | |
| | Communication Opportunities Discussion: Due Sunday, April 28th at 11:59 PM | | | | | |
| | 15 | Mon, Apr 29 | Case Study Presentations | | | |
| | | Group 3 Submit Case Presentation PPT to Canvas by 8:15 AM on 4/29 | | | | |
| | | Wed, May 1 | Case Study Presentations | | | |
| Mon, May 6, 2023 | | | Final Exam opens at 8:15 AM (due by 11:59 PM) | | | |

