

Occupational Audiology (CSD 833) Syllabus

University of Wisconsin – Stevens Point/Madison AuD Consortium - Summer 2019

Instructor

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Office Location

CPS 048

Office Hours

By appointment

Class Time

Online course

Course Overview

The consideration of principles and issues regarding the effects of noise on people, of federal and state regulation of workplace noise, and of the practical aspects of hearing conservation for those exposed to occupational noise, non-occupational noise, or both.

Instructional Format

This class will consist of online discussions, lab, and group activities. There may be brief recorded lectures posted as needed. The text will be supplemented with handouts, reference articles and other resources posted in Canvas.

Recommended Text

Hutchinson, T. L., & Schultz, T. Y. (Eds.). (2014). Hearing Conservation Manual, Fifth Edition. Council for Accreditation in Occupational Hearing Conservation (CAOHC).

Additional readings and resources will be provided by the instructor and students.

Online course management:

Canvas <https://www.uwsp.edu/canvas/Pages/default.aspx>

Time Commitment

An “in-person” 2-credit summer course would meet in the classroom for 3 hours and 20 minutes per week, and significant additional time would be required outside of class for reading, studying, and completing assignments. Keeping that in mind, if you find that the workload of this course is too high, please let me know. If you contact me about this, please give me an approximate idea of how many hours per week you have been spending on each requirement (for example, 2 hours reading articles, 3 hours posting to the discussion, 3 hours reading the discussion, etc.), and this will help me consider how I might modify the requirements.

ASHA Standards

Audiology Standards: A7, A10, A19, A21, A23 (a, b, d), A24, B2 (specifically related to designing an occupational conservation and identification program)

Learning Outcomes

- The student will understand how the auditory system is affected by noise and by the interaction of noise and other factors.
- The student will demonstrate knowledge of audiometric test procedures and processing of audiometric data in a hearing conservation program, including the ability to select, fit, and evaluate the protection provided by personal hearing protection devices

Assignments

Threaded discussion– (Discussion leader 14 points, regular posts 8 points/week) 70 points total. In order for this course to be successful, you will need to participate in the discussion at least several times per week, every week (specific requirements described below). If you would like to request an excused absence due to illness or emergency, please contact me and we will figure out appropriate arrangements. You do not need to contact me if you will be “absent” from the course for 2-3 days, as long as you are still meeting the deadlines and participating in the course at least several times per week. Unsatisfactory course attendance will hurt your grade.

You will receive points each week based on your contribution to the discussions. If you follow the requirements and your discussion posts are original, relevant and important that and you read all the discussion posts, you will earn full points for the week. If you don't meet one (or more) of these criteria, you may receive partial (or zero) points. Please remember that you are required to read the entire discussion each week. It is your choice as to how in-depth your reading will be. Discussion leaders are held to a higher standard, so they can set the stage for the discussion that week. Please see the section below entitled “requirements for threaded discussions” for more information about the differences between being a discussion leader and making regular posts.

HP evaluation lab – 20 points. You will evaluate the effectiveness of a set of hearing protectors and compare that effectiveness to the manufacturer's reports of NRR. You may work in pairs for this lab or work independently using an outside volunteer. Each student will need to write up their own lab report and submit it through CANVAS.

Practice problems – 20 points. You will be given a set of audiogram problems to complete. They will help you better understand how to determine threshold shifts and baseline revisions. These will be completed and uploaded to CANVAS.

Quizzes – 2 quizzes - 20 pts each points. The quiz will be activated on Thursdays by 5:00 pm and you will have until Monday at 9:00 am to take the quiz. Let me know right away if you have technical difficulties.

Hearing conservation protocol/resource manual – 30 points. The class will be divided into 3 groups to develop a comprehensive resource/protocol manual that can be used to implement a hearing conservation program. The manual will be divided into 3 sections that make up a hearing conservation program; noise surveys, audiometric phase, and HPD/training.

Refer to the course schedule. This schedule is tentative and subject to change. Any changes will be announced in class, by email, or on CANVAS.

Deadlines and Time Zones

All deadlines are according to Central 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 consider alternate arrangements.

Grading

Total points = 180

Late assignments will be reduced by 2 points per day, unless prior notification of late submission has been approved. An incomplete will be given if any assignment is not completed by the final date for reporting grades to the register.

Any missed assessments (e.g., due to illness, family emergency on day of exam), may or may not be made up, at the discretion of the instructor. Advance notification, if possible, should be given. While it is understood that “life happens,” due date policies are instituted to foster equal opportunity for each student in the class. Out of respect to your fellow classmates, please act and plan responsibly to meet the same time requirements as the rest of the class. Discuss any concerns with the instructor as soon as possible.

You are responsible for keeping track of points earned on assessments in case there is a discrepancy between your records and the instructor’s records. All discrepancies must be brought to the attention of the instructor by the time of the final examination.

Grading Scale: Your final grade will be determined by the percent of points you earn out of a possible 180: Because of the different grading scales used on each campus, the grades will be awarded from the following table based on the student’s home campus scale.

UW – SP 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	<60.00
UW–Madison Letter Grade	A	A-B		B	B-C		C	C-D		D	F

Requirements for Threaded Discussions

- 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 will be posted to CANVAS by me and other students in the discussion. Even if you do not read all the additional readings, you should download and save them for future reference. You should plan to monitor/read the discussion on at least 3 days per week that are not all consecutive (it's fine if you read on 2 consecutive days plus 1 non-consecutive day), and you should post to the discussion at least 2 (preferably non-consecutive) days per week. The online discussion experience will be better for everyone if all students check in and post regularly. **Ideally, your first response will be by Wednesday evening and second post by Friday evening so there aren't a flurry of posts at the end of the week making discussion difficult.**
- **The “discussion week” will run from Monday morning at 9:00 am until Sunday morning at 9:00 am (CDT). Except for week 8 (see below).**
- All posts for the week must be completed by Sunday at 9:00 am (CDT). Except for week 8 (see below).

Week 1:

- Complete the required reading.
- Make at least two (2) *original, relevant, and important* posts to the discussion. Your 2 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 2 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 my questions must be answered.
- If possible, your posts should span different levels of thinking (see below). But ultimately, I’m not grading your regular discussion posts. You will get out of this course what you put into it so the more you participate in the discussion, the more interesting it will be for everyone. You will get full points if you post twice each week and read the other posts. Just agreeing with another student’s opinion doesn’t count as an independent post but could

certainly be an additional post that supports the discussion. 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 2-7:

- Complete the required readings.
- Make at least two (2) *original, relevant, and important* posts to the discussion. Your 2 posts may include any combination of ideas that you’ve come up with on your own, as well as answers to the posted questions. As an example, your 2 posts may include an answer to one of the discussion leaders’ questions plus one post in which you share your own idea.
- Students who are assigned to post questions for the week will post them no later than Monday at 9:00 am; however, they may be posted earlier.
- *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 can make additional optional posts.

Week 8:

- Complete the required reading. For this week the required readings are the sections of the manual posted by your classmates.
- Points this week will be for posting feedback to your classmates about their portion of the project and giving me feedback about the course overall. I’d like opinions or thoughts about what activities were helpful or not as helpful for learning during this class. I appreciate the constructive feedback as I will use it when planning the next course.
- All posts must be completed by Friday (8/9) at 6 p.m.

Discussion Leaders - Posting Questions:

- You must post at least 3 questions, and the questions will preferably span at least two different levels of thinking (see more info toward the bottom of the next page).
- 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 Monday at 9:00 AM.* You may post your questions as early as Friday the previous week; however, students will not be answering them until the assigned week.
- At least one of your questions must refer to a reading other than the required readings. This reading may be a peer-reviewed journal article, a reputable non-peer-reviewed journal article (such as from *Hearing Journal*), or a reputable website. Post the reading, or a web link to it, with the question(s) that refer to it.
- 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. You are not required to monitor it every day, but you should monitor it on at least 3-4 days throughout the week. Read all 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:

- During a week when you are *not* writing questions, you must make at least 2 *original, relevant, and important* posts to the discussion. Your 2 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 2 required posts unless you expand on your “basic” response with additional original, relevant, and important information. If possible, your posts should span different levels of thinking (see below). But ultimately, I’m not grading your discussion posts. You will get out of this course what you put into it so the more you participate in the discussion, the more interesting it will be for everyone. You will get full points if you post twice each week and read the other

posts. If you are having trouble thinking of something to post, read the “Levels of Thinking” description to help you get some ideas.

- If you answer others’ questions, try to answer questions across different levels of thinking.
- 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 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.
- Some students find it helpful to think of their 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.
- The following questions might be helpful if you are struggling with what to post as either a discussion leader or a regular participant:
 - Did the leader stimulate a thought-provoking discussion?
 - Did the leader respond to other students’ inquiries (and in a respectful way)?
 - Did the leader expand the discussion beyond original posed questions?
 - Did the student contribute to a thought-provoking discussion?
 - Did the student respond to other students’ posts in a respectful way?
- If any questions are posted early (for example, a student may post their questions for the following week on the Friday before that week), please do not post any answers until Sunday evening of the assigned week.
 - If you answer early questions that are assigned to the following week, it will count toward your grade for the following week. For example, if you answer an early question on Sunday evening June 24, it will count toward your grade and requirements for the week of June 25. You can also post to the current (week of June 18) discussion on Sunday evening June 24, and that/those post(s) would count toward your grade and requirements for the week of June 18.

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.
- You are encouraged but not required 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

Academic Conduct

Please refer to the Division of Student Affairs for a description of your rights and responsibilities:

<https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Please refer to UWSP Student Handbook for other information pertaining to academic conduct:

<https://www.uwsp.edu/dos/Pages/handbook.aspx>

CANVAS for this course is enabled for plagiarism detection.

Academic Misconduct Definition

<https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf>

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) 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; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Accommodation for disability or special learning needs:

Per University policies,

<https://www.uwsp.edu/datc/Pages/law-regent-policy.aspx>

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu, or <https://www.uwsp.edu/datc/Pages/apply-for-accommodations.aspx>