

University of Wisconsin-Doctor of Audiology Program CS&D 849 Geriatric Audiology: Diagnosis and Rehabilitation

*2 credits - In Person

Spring Syllabus 2022

Wednesday 3:20 – 5:00pm

412 Goodnight Hall

Kate Tiefenthaler, AuD, CCC-A

Office Hours: by appointment

608.692.7804 (call or text)

kate.tiefenthaler@wisc.edu

*Subject to change



This course follows the UW-Madison Definition of Credit Hour – Policy Statement

Generally, UW-Madison will follow the federal credit hour definition: one hour (i.e. 50 minutes) of classroom or direct faculty/qualified instructor instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks, or the equivalent engagement over a different time-period.

Alternatively, a credit hour will be defined as the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in-person or online, laboratories, examinations, presentations, tutorials, preparation, reading, studying, hands-on experiences, and other learning activities; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study.

In all cases, learning in for-credit courses is guided by a qualified instructor[1] and includes regular and substantive student-instructor interaction.

For this course, the instructor will provide direct instruction, feedback on student work, and course content consistent with the information posted in this syllabus.

Methods of Communication:

Please contact me at kate.tiefenthaler@wisc.edu or via text/phone 608.692.7804. Please feel free to contact me at any time to arrange a meeting outside of class, if needed.

You need to log onto canvas site at <https://wisconsin-madison.instructure.com/courses/294209> for CS&D 849 in order to access the class content.

It is your responsibility to bring copies of the materials to class if you wish. Printed copies of the content will not be provided.

Recording of class is not permitted, without the expressed written consent of Kate Tiefenthaler, AuD. Students with an approved Faculty Notification letter from McBurney Disability Resource Center will be accommodated.

Readings:

Weinstein, B.E. (2012). Geriatric Audiology, 2nd Edition. New York: Thieme.

Articles provided in Canvas.

Course Description:

A study of basic theories of aging, anatomical and physiological effects of aging on the auditory and balance systems, and resulting communication difficulties associated with aging. The course emphasizes both the diagnostic and rehabilitative challenges in working with elderly patients.

Class Learning Outcomes:

Upon successful completion of this course, the student will be able to

1. Describe how the population is growing with respect to demographic variables
2. Describe the current theory of aging
3. Describe psychosocial and physiological changes with aging
4. Describe sensory changes with age, including hearing, vestibular, and vision
5. Describe interactive hearing and cognitive changes with age
6. Describe changes in perception of speech and target location in adverse conditions with aging
7. Discuss the tools used for screening hearing and disability with aging
8. Describe the available assistive listening technology for older individuals
9. Describe rehabilitative outcome measures for older individuals
10. Discuss prevention and genetics of aging and longevity

Instructor Objectives

In order to help you achieve your learning outcomes, I will do the following:

1. Provide organized, clear content and instructions for assignments and assessments.
2. Come to class prepared to answer your questions to the best of my ability. At times that may include asking questions back to you to help lead you to understand the topic without directly answering your questions.
3. Be available before, after, and during class to address questions/concerns. You can also contact me via email/phone to schedule office hour meeting.
4. Provide a safe space for students to work outside their comfort zone, to make mistakes and learn from them.

***Course Topics/Schedule:** *This is a tentative schedule that is subject to change.

Day	Date	Topic
W	1/26	Introduction & Demographics
W	2/2	Biology & Theories of Aging
W	2/9	Physiological and Psychosocial Changes with Aging
W	2/16	Changes of auditory and vestibular systems
W	2/23	EXAM #1
W	3/2	Aging, Cognition, Memory Cognition and Hearing Loss
W	3/9	Aging with Lifelong Disabilities Aging and Diseases
M-F	3/14-18	Spring Break - Madison
M-F	3/21-25	Spring Break - Stevens Point SPRING BREAK PROJECT DUE 3/25
W	3/30	Rehabilitative outcomes in older individuals
W	4/6	Healthy aging, ageism, prevention of diseases
W	4/13	EXAM #2

W	4/20	Presentations
W	4/27	Presentations
W	5/4	Presentations Summary
Final Exam Week May 9-11		FINAL EXAM

***Grading:** *Subject to change

Exam #1 = 100 points - 20%

Exam #2 = 100 points - 20%

Participation: 20 points - 4%

Spring Break Project: 80 points - 16%

Presentation = 100 points - 20%

Final Exam = 100 points - 20%

Total Points: 500 points

Final grades are calculated to the hundredths place and are not rounded.

Grading Scale: Grades are not rounded.

Percent	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	A	A-B		B	B-C		C	C-D		D	F
UW – SP	A	A-	B+	B	B-	C+	C	C-	D+	D	F

Student Requirements:

You must complete all of the following in order to pass this course:

Attendance

You are required to attend class and arrive on time and prepared to begin. Any unexcused absences may result in a failing grade for the course. Excused absences will be granted for reasons such as illness/injury, family emergency or major event, travel to a professional conference, etc. at the discretion of the instructor.

Class Preparation

You should review and be familiar with the current topics in CS&D 849. Any assigned readings must be completed before class.

Class Responsibilities

You are expected to clean up after yourself and classmates and keep the classroom clean and in good repair. You are expected to report any broken or missing equipment to the instructor or the clinic coordinator at your earliest possible convenience.

Participation

In a small, graduate course such as this one, learning takes place in an interactive format. Class participation will be graded on a 20 point scale:

20	<p>Student is consistently prepared for class and participates in class discussions. Student is courteous and helpful to other students and instructor and TA. Student never appears to participate in non-class activities during class (emailing, texting, homework for other classes, clinic work, etc.)</p> <ul style="list-style-type: none">• Contributes at least one thoughtful point related to class content each class period, as able.• This contribution can be done either verbally, during class, or written, following class.
15	<p>Student is occasionally not prepared for class or does not occasionally in participation in class activities. Student is courteous and helpful to other students and instructor and TA. Student occasionally appears to participates in non-class activities during class (email, texting, homework for other classes, clinic work, etc.)</p> <ul style="list-style-type: none">• Contributes at least one thoughtful point related to class content in half of class periods, as able. Done either verbally, during class, or written, following class.
≤10	<p>Student is frequently not prepared for class or frequently does not participate in class activities. Student is disengaged, disruptive or impolite. Student frequently appears to participates in non-class activities during class (email, texting, homework for other classes, clinic work, etc.)</p>

Spring Break Project

Because spring break will occur for two weeks this semester, there will be a project to complete to supplement your learning in this course during the week you are not officially on break.

The student is responsible for completing the project by FRIDAY, MARCH 25 at 5:00pm. Penalties for late submissions will be enforced. More information regarding the spring break project will be provided during the semester.

Presentation

Each student will complete a presentation that covers a topic related to geriatric audiology. More information regarding presentation will be provided in a separate document available on Canvas.

Exams

The class will feature three exams, two during the semester and a final exam which will encompass the entire semester with emphasis on the content since the last exam. More information regarding exam content and study recommendations will be provided prior to examinations.

KASA/CFCC REQUIREMENTS

The following table shows the CFCC standards that are covered in this course and indicates how they are 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 on improvement plans for further details.

Standard	How the standard is assessed
<ul style="list-style-type: none"> • A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and on families, caregivers, and other interested parties 	Participation in class, examinations, presentation, and class discussions
<ul style="list-style-type: none"> • A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span 	Participation in class, examinations, presentation, and class discussions
<ul style="list-style-type: none"> • B2. Establishing relationships with professionals and community groups to promote hearing wellness for all individuals across the life span. 	Participation in class, examinations, presentation, and class discussions
<ul style="list-style-type: none"> • B3. Participating in programs designed to reduce the effects of noise exposure and agents that are toxic to the auditory and vestibular systems. 	Participation in class, examinations, presentation, and class discussions
<ul style="list-style-type: none"> • B6. Conducting hearing screenings in accordance with established federal and state legislative and regulatory requirements 	Participation in class, examinations, presentation, and class discussions
<ul style="list-style-type: none"> • B8. Performing developmentally, culturally, and linguistically appropriate hearing screening procedures across the life span 	Participation in class, examinations, presentation, and class discussions
<ul style="list-style-type: none"> • B11. Screening for comprehension and production of language, including the cognitive and social aspects of communication. 	Participation in class, examinations, presentation, and class discussions
<ul style="list-style-type: none"> • C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors 	Participation in class, examinations, presentation, and class discussions
<ul style="list-style-type: none"> • C2. Obtaining a case history and client/patient narrative 	Participation in class, examinations, presentation, and class discussions
<ul style="list-style-type: none"> • C3. Obtaining client/patient-reported and/or caregiver-reported measures to assess function 	Participation in class, examinations, presentation, and class discussions

Academic Policies

Privacy of Student Records & the Use of Audio Recorded Lectures Statement

View [more information about FERPA](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. 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 have lecture 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.

Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

Digital Course Evaluation (AEFIS)

UW-Madison uses a digital course evaluation survey tool called [AEFIS](#). For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Students' Rules, [Rights & Responsibilities](#)

Diversity & Inclusion Statement

[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.

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 action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities 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. (See: [McBurney Disability Resource Center](#))

[Academic Calendar & Religious Observances](#)

You have read to the end of this syllabus. If you are reading this, please send me an email at kate.tiefenthaler@wisc.edu with a picture of a penguin in the body of the email. You will receive 5 extra bonus points for fully reviewing the syllabus. DO NOT tell your fellow classmates. If I hear that students have been notifying each other of this bonus opportunity, I will revoke all bonus points for all students.