

University of Wisconsin-Madison & UW-Stevens Point

CS&D 921: Seminar - Problems in Audiology

Spring semester, 2022

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Office Hours: By appointment.

Per the University of Wisconsin Au.D. Program Academic Calendar, course responsibilities begin on January 24, 2022 and extend through May 13, 2022.

Overview:

This three-credit seminar class is the final course in the UW-Madison/UW-Stevens Point Au.D. program. This course meets the UW-Madison credit hour policy standards of 45-hours of learning activities per credit via online discussions, assignments, learning activities, readings, and preparation time. Course content and materials can be accessed at UW-Madison's canvas site for CS&D 921 at <https://canvas.wisc.edu/courses/279844>.

Course Description:

From the UW Madison Guide: This course covers current interests in areas of auditory evaluation, pathology, or rehabilitation. (www.guide.wisc.edu)

This course is designed to give students the opportunity to investigate, discuss, and reflect on audiology issues and advocacy, professional topics, differential clinical diagnosis, and topics related to clinical practice.

Meeting Time and Modality:

This class is entirely online and is housed in the UW-Madison canvas platform. All required participation is asynchronous to accommodate for the busy clinical schedules and varying time zones of students in the class.

Regular and Substantive Student Interaction

The instructor will regularly engage with students by providing information about the course content, through announcements and overview videos regarding content, via feedback and personalized comments on student work, by responding to questions about content of the course and/or competencies, and through occasional participation in student-led discussions, which will be reviewed and monitored regularly each week.

Course Requisites:

Graduate or professional standing in the UW-Madison or UW-Stevens Point Au.D. program. Each student is required to have regular access to a computer and high speed internet.

Course Details and Learning Outcomes:

The class consists of 4 modules. To follow is a description of each module and a schedule of deadlines and requirements for the semester. Specific requirements for each module are linked here and are also posted in canvas.

Students should review both this syllabus and the canvas site carefully. Please feel free to contact me if there are any questions about course content or organization.

There are no exams in this course. There is no required textbook. Assignments and contributions should be submitted online through the course canvas site.

Module One: Audiology Issues and Advocacy

(January 24 - February 13)

This module is designed to give students the opportunity to investigate, explain, and reflect on topics in audiology issues and advocacy.

Learning Outcomes

Students will:

- identify a professional or policy issue in the field of audiology that is professionally relevant and engaging.
- create a flyer on their public policy or professional issue designed for an audience of elected representatives, fellow professionals, or laypeople.
- describe their policy or professional issue and defend their position on the issue in a two-minute elevator-speech video.
- share their chosen policy or professional issue with their peers online via canvas.
- gain competency in the CFCC standards listed at the end of this document.

The [Audiology Issues and Advocacy Assignment document](#) contains the details and grading rubric.

Module Two: Discussions of Professional Topics

(February 14 - March 13)

This module is designed to give students the opportunity to investigate, discuss, and reflect on topics related to professional issues in the field of audiology.

Learning Outcomes

Students will:

- distinguish relevant questions regarding topics related to professional considerations in the field of audiology.

- 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.
- gain competency in the CFCC standards listed at the end of this document.

See the [Discussion Requirements](#) document for detailed requirements. These are the same as in Module 4.

Module Three: Clinical Case Scenarios

(March 21 - April 10)

This module is designed to give students the opportunity to investigate, discuss, and reflect on topics in audiology differential diagnosis and treatment.

Learning Outcomes

Students will:

- gather and identify relevant information in two audiology patient case scenario simulations.
- differentially diagnose and/or make clinical recommendations for the simulation patients in the cases using the information provided in the online scenario.
- evaluate their own performance on and experiences with the case simulations through a reflection and self-assessment assignment.
- gain competency in the CFCC standards listed at the end of this document.

Detailed requirements and case scenarios will be provided prior to the beginning of this module.

Module Four: Discussions of Clinical Topics

(April 11- May 8)

This module is designed to give students the opportunity to investigate, discuss, and reflect on topics in audiology clinical practice,

Learning Outcomes

Students will:

- distinguish relevant questions regarding clinical topics and next steps.
- integrate current research on clinical topics and next steps for early-career professionals into online, peer-led discussion.
- reflect on their clinical and 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.
- gain competency in the CFCC standards listed at the end of this document.

See the [Discussion Requirements](#) document for detailed requirements. These are the same as in Module 2.

Weekly Course Schedule:

All times referred to throughout this course are Central Standard Time (CST).

L = Discussion leader due date and time.

P = Discussion participant due date and time for the final required participation post. See [Discussion Requirements document](#) for details.

Week	Date Week Begins	Topic	Activities	Due Date and Time	Topic and/or Discussion Leader
Module One: Audiology Issues and Advocacy (January 24 - February 13)					
1:	1/24/22	Welcome!	Watch welcome video; review syllabus; explore course canvas site.	Do asap	Melanie Buhr-Lawler
		Audiology Issues and Advocacy	Post a one-to-two sentence summary of current externship in the General Discussion Board. Start Audiology Issues and Advocacy Assignment.	Due 1/30 11:59 pm Due 2/13 11:59 pm	
2:	1/31/22	Audiology Issues and Advocacy	Work on Audiology Issues and Advocacy Assignment.	Due 2/13 11:59 pm	Melanie Buhr-Lawler
3:	2/7/22	Audiology Issues and Advocacy	Work on Audiology Issues and Advocacy Assignment.	Due 2/13 11:59 pm	Melanie Buhr-Lawler
Module Two: Discussions of Professional Topics (February 14 - March 13)					
4:	2/14/22	All About Jobs	Discussion suggestions: Resumes and cover letters, interview strategies, negotiating, and finding your best match	L=2/14 9 am P=2/20 11:59 pm	Emma McGrath Mary Galloy

5:	2/21/22	Audiology Business Issues	Discussion suggestions: Marketing, reimbursement, and OTC hearing aids	L=2/21 9 am P=2/27 11:59 pm	Allison Anderson Daniel DiBenedetto
6:	2/28/22	Counseling	Discussion suggestions: Counseling challenges, strategies, scope, and referrals	L=2/28 9 am P=3/6 11:59 pm	Kaitlyn Ostrowski Heather Serrano
7:	3/7/22	Resources for Early Career Professionals	Discussion suggestions: The career ladder, networking, intra/interprofessional communication, and work-life balance	L=3/7 9 am P=3/13 11:59 pm	Miranda Adamczak
8:	3/14/22	No class this week	UW Madison Spring Break		
Module Three: Clinical Case Scenarios (March 21 - April 10)					
9:	3/21/22	Cochlear Implant and Vestibular Evaluation	Clinical Case Scenario Assignment, which includes a cochlear implant case, a vestibular case, and a reflection/self-assessment All components of the assignment are due on 4/10 at 11:59 pm.	Due 4/10 11:59 pm	Melanie Buhr-Lawler
10:	3/28/22	Cochlear Implant and Vestibular Evaluation	Work on Clinical Case Scenario Assignment.	Due 4/10 11:59 pm	Melanie Buhr-Lawler
11:	4/4/22	Cochlear Implant and Vestibular Evaluation	Work on Clinical Case Scenario Assignment.	Due 4/10 11:59 pm	Melanie Buhr-Lawler
Module Four: Discussions of Clinical Topics (April 12- May 2)					
12:	4/11/22	Deaf Culture	Discussion suggestion: Deaf culture, Deaf community, ASL, and their intersection with audiology	L=4/11 9 am P=4/17	Molly O'Hearn Megan Lobner

				11:59 pm	
13:	4/18/22	Congenital CMV and ANSD	Discussion suggestion: Issues related to diagnosis and treatment of Congenital Cytomegalovirus and Auditory Neuropathy Spectrum Disorder	L=4/18 9 am P=4/24 11:59 pm	Tenzin Dasal Lauren Trautner
14:	4/25/22	Hearing Technology Tips and Tricks	Discussion suggestion: Best practices, helpful strategies, tricks of the trade, and resources for hearing aids and/or CIs	L=4/25 9 am P=5/1 11:59 pm	Jacklyn Snider So Eun Park
15:	5/2/22	Wrap Up, Next Steps	Discussion: Wrap up, next steps	P=5/8 11:59 pm	Melanie Buhr-Lawler
16:	5/9/22	Exam week	No exam! Possible submission for Au.D. graduation ceremony. TBD.		

Grading:

Course Requirement	Percentage of final grade
Module One: Audiology Issues and Advocacy Assignment	20%
Modules Two and Four: Discussions	55%
Module Three: Interactive Case Scenario Assignment	20%
Peer Grading	5%

Grading will be determined through performance in leading and participating in discussions, completion of assignments, and peer grading. Typically, late or missed discussion posts and assignments are graded as 0. See each assignment/module's "Requirements" document for detailed grading guidelines.

If there are extenuating circumstances, students should reach out to me regarding accommodations. Students may have the option to make up missed discussions or late assignments for excused absences. Excused absences are absences due to illness, a death in the immediate family, religious observances, or another emergency. Evidence supporting the claim of an excused absence may be required.

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

How to Succeed in This Course

By reading to this point in the syllabus, you are on your way to succeeding in this course! My goal is to be here to support you in this class as a springboard into your career as an audiologist. If you have questions or concerns, do not hesitate to reach out to me. Text, call, email...all of those work for me!

Students who are successful in this course make the most of it! They engage with classmates and with me in the online discussions and participate fully in their assignments. Students who are successful in this course review the syllabus, assignments, and discussion requirements carefully. They watch the instructional videos. They ask questions if they have them. Doing these things will help you understand what is expected of you and will allow you to budget your time.

This is your course, and I encourage you to use it as a resource as you wrap up your AuD program.

Academic Policies

ACADEMIC INTEGRITY

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 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 (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 <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

[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.

Usage of Recorded Lectures

Lecture materials and recordings for CS&D 921 are protected intellectual property at UW-Madison. This includes material presented in clinic meetings and in meetings with your clinical supervisor. Students may also take notes solely for their personal use. If a meeting or lecture is not already recorded, you are not authorized to record clinic meetings or lectures without permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. 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.

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

Academic Calendar & Religious Observances

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.

UW-Madison uses an online course evaluation survey tool, [AEFIS](#). You will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously.

Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring 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. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

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. A passing grade for participation is a rating of 3 or higher.

Standard	How the Standard is Assessed
A11. Manual and visual communication systems and the use of	Students will demonstrate competency by obtaining a passing grade for participation

<p>interpreters/transliterators/translators</p>	<p>during the class on Deaf culture, Deaf community, ASL, and their intersection with audiology. This class includes discussion and readings.</p>
<p>A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication</p>	<p>Students will demonstrate competency by obtaining a passing grade for participation during the classes counseling and resources for early career professionals. The latter contains discussion on intra/interprofessional communication. These classes include discussion and readings.</p>
<p>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</p>	<p>Students will demonstrate competency by obtaining a passing grade for the discussion modules of this course. In the discussions, students must guide conversation and support their discussion posts with scientific evidence, clinical expertise, and patient perspectives.</p>
<p>A15. Client-centered, behavioral, cognitive, and integrative theories and methods of counseling and their relevance in audiologic rehabilitation</p>	<p>Students will demonstrate competency by obtaining a passing grade for participation during the classes on counseling and on aural and vestibular rehabilitation. These classes include discussion and readings.</p>
<p>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.</p>	<p>Students will demonstrate competency by obtaining a passing grade for participation during the class on counseling. Students in this course will also demonstrate competency by completing and obtaining a passing grade on the cochlear implant and vestibular implant case projects. These include interactive assessment as well as a self-reflection activity.</p>
<p>A21. Advocacy for individual patient needs and for legislation beneficial to the profession and the Individuals served</p>	<p>Students will demonstrate competency by obtaining a passing grade for the Audiology Issues and Advocacy Project. The Project includes review of current policy and professional issues relevant to our profession/patients, completion of an informational flyer on the topic, and creating and disseminating an elevator speech video of advocacy.</p>
<p>C14. Selecting, performing, and interpreting vestibular testing, including electronystagmography (ENG)/videonystagmography (VNG), ocular vestibular-evoked myogenic potential (oVEMP), and cervical vestibular evoked myogenic potential (cVEMP)</p>	<p>Students in this course will also demonstrate competency by completing and obtaining a passing grade on the vestibular case project. These include interactive assessment simulations as well as a self-reflection activity.</p>

<p>D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders</p>	<p>Students in this course will also demonstrate competency by completing and obtaining a passing grade on the vestibular case project. These include interactive assessment simulations as well as a self-reflection activity.</p>
<p>D4. Enhancing clients'/patients' acceptance of and adjustment to hearing aids, hearing assistive technologies, and osseointegrated and other Implantable devices</p>	<p>Students in this course will also demonstrate competency by completing and obtaining a passing grade on the cochlear implant case project. These include interactive assessment simulations with counseling as well as a self-reflection activity.</p>
<p>E14. Identifying individuals who are candidates For cochlear implantation and other implantable devices</p>	<p>Students in this course will also demonstrate competency by completing and obtaining a passing grade on the cochlear implant case project. These include interactive assessment simulations as well as a self-reflection activity.</p>