## COURSE SYLLABUS

**CSD 921: Problems in Audiology UW-Stevens Point & UW-Madison**

**Fall 2018: September 5- December 14 Online Class**

**Instructor: Dr. Rachel Craig**

**Office: 046B, CPS**

**Phone: 715-346-4018**

**e-mail:** **rcraig@uwsp.edu**

**Office Hours: 9 AM - 12 PM on Wednesdays, or by appointment.**

**E-mail:** I will typically reply within 1 day, but it may be slightly longer if your email does not require an urgent reply. I cannot guarantee that I will check or respond to email during evenings and weekends (I may be out of town or busy with family responsibilities). If you believe that you are delayed on an important matter because I have not replied to your email within 2 business days, then you are responsible for contacting me in person or over the phone (leave a voicemail message if I do not answer).

### Co-requisite:

894, Audiology Externship

### Required Text:

Groopman, J. (2008). *How doctors think.* Boston: Houghton Mifflin.

### Course Description:

This is a seminar/discussion-style online course. You will learn about current problems in the field, and you are required to actively participate and contribute to the course discussions. The course will consist of four sections: Discussion regarding the required text (5 weeks), Tinnitus (3 weeks), current topics in Aural Rehabilitation (2 weeks) and case presentations (3 weeks). Each week begins on a Monday, with the exception of the first week, which begins on a Tuesday.

### 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 3 hours per week, and significant additional time would be required outside of class for reading, studying, and completing assignments. Keeping that in mind, if you have questions about the workload of this course, please let me know. I come to you with the experience of having been through this course as a student and understand the demands put on you for both this and your externship experience.

**If you believe you may have an "excused" reason (such as illness or family emergency) to not meet the requirements for a particular week, please let me know ASAP (before the due date) so that we can determine if alternate arrangements or extended deadlines are appropriate.**

### Attendance and Participation:

In order for this seminar course to be successful, you will need to monitor the discussion daily and expect to participate as outlined below. 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 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 Standard/Daylight Time.

### Grading:

Your semester grade will be compromised of your total points earned for each week’s discussion. I want you to have a clear understanding of how I’m grading your discussion posts.

I will be looking at each week’s posts (inclusive of all your posted questions or your required responses) as a short answer question worth 100 points. If you cite sources, give a well thought out answer, have one (1) or fewer spelling or grammatical issues, then you will get 100 points. I will be deducting points for not citing sources, having more than one (1) spelling or grammatical error, not answering the question completely, or not meeting a requirement.

I will only be grading based on the minimum required postings. While I encourage you all to continue the conversations and threads; be aware that posting extra will not garner you extra points.

Grading Scale

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | A-B | B | B-C | C | C-D | D | F |

**Professionalism:**

This class is part of your training for your professional career. Professional behavior and attitude are expected. 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 <http://www.audiology.org/resources/documentlibrary/Pages/codeofethics.aspx> or American Speech-Language Hearing Association Code of Ethics <http://www.asha.org/policy/ET2010-00309/>.

**Academic Misconduct:**

Academic misconduct will not be tolerated, and the UWSP Student Misconduct procedures will be followed for any instances of academic misconduct.

**Students with Disabilities:**

If any student has a documented disability and requires accommodations in meeting these requirements, please see 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.

**Week One (9/4-9/10):** Read the introduction chapter of the required text and begin readings for Section 1. For this 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, include if you did anything fun and/or exciting over the summer months. Your second post should be a comment to someone else’s post. Your comment can include question and/or a request of follow-up. In general, this week is used to get a sense of where everyone is across the country and what their experience thus far has been. As always, be respectful of your classmates

# Section 1: How Doctors Think

**Weeks of September 10, September 17, September 24, October 1, and October 8.**

### Requirements for Section 1

* All students are responsible for reading the entire discussion every week. If it is your week for posting questions, please asking thought-provoking questions that will spark discussion with your classmates. **Please see below on “levels of thinking” in order to know how/what to post on your designated discussion week, as well as the weeks you are not posting leading questions.**
* You will then follow-up on your post throughout the week.
* All students must read the required readings. Additional readings may be posted to and other students in the discussion. Please check for these.
* You should plan to monitor/read the discussion daily. You are required to post to the discussion **THREE** days each week. **This means that you cannot make all three posts on the same day.**
* All posts for the week must be completed by the following Monday at 8 am (CDT). Posts after this time frame should be read but will not count towards the grade for the week.

### Grading

You will receive a grade (out of 100 points) each week. If you follow all requirements and your discussion posts are accurate, complete, well-thought-out and clearly written (i.e., minimal spelling or grammatical errors), you will earn an A for the week. If you meet the requirements with lower-quality work (i.e., you make and read the required discussion posts, but your posts are brief or are not clearly written or have some errors), your grade will be deducted accordingly. Grades of A-/B+/AB are also possible for work that falls between the A and B range. If you do not meet the requirements for discussion reading and posting, or if many of your posts are extremely brief or contain multiple significant errors, your grade will be significantly deducted. Please remember that you are required to read the entire discussion every week!

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| **Week** | **Topic(s)** | **Students Posting Questions** |
| **September 10-17** | Introduction Chapter | All students should make one post indicating something they hope to get out of this class. |
| **September 17-24** | Chapters 1, 2, and 3Possible discussion topic: the different errors in thinking that can lead to misdiagnosis. | Megan Annis, Ruthie White, Maranda LaFave, Becca Rancourt |
| **September 24-October 1** | Chapters 4, 5, and 6Possible discussion topic: How are we the gatekeepers, how do we think outside the box? | Will Keener, Chelsey Ward, Emily Fisher, Emily Barquest |
| **October 1- 8** | Chapters 7, 8, and 9Possible discussion topic: errors in practice and ethical dilemmas. | Kimberly Finlan, Jaimie Herskovitz, Sam Panning, Victoria Pechacek, Chantal Van Ginkel |
| **October 8-15** | Chapter 10, Epilogue, and Afterword Possible discussion topic: counseling and wrap up (other missed topics, ideas, etc.) | Samantha Hellman, Christine McGuinty, Michael Parrish, Michelle Schumann |

**Section 2 & 3: Tinnitus and Aural Rehabilitation**

**Section 2: Weeks of October 15, October 22, and October 29**

**Section 3: Weeks of November 5 and November 12, November 19**

### Requirements for Section 2 and 3

* All students are responsible for reading the entire discussion every week. If it is your week for posting questions, please asking thought-provoking questions that will spark discussion with your classmates. **Please see below on “levels of thinking” in order to know how/what to post on your designated discussion week, as well as the weeks you are not posting leading questions.**
* You will then follow-up on your post throughout the week.
* All students must read the required readings. Additional readings may be posted to and other students in the discussion. Please check for these.
* You should plan to monitor/read the discussion daily. You are required to post to the discussion **THREE** days each week. **This means that you cannot make all three posts on the same day.**
* All posts for the week must be completed by the following Monday at 8 am (CDT). Posts after this time frame should be read but will not count towards the grade for the week.
* Post this article to the discussion board along with a brief summary and one thought provoking question.
* Please see below on “levels of thinking” in order to know how/what to post on your designated discussion week, as well as the weeks you are not posting leading questions.

**Grading**

You will receive a grade (out of 100 points) each week. If you follow all requirements and your discussion posts are accurate, complete, well-thought-out and clearly written (i.e., minimal spelling or grammatical errors), you will earn an A for the week. If you meet the requirements with lower-quality work (i.e., you make and read the required discussion posts, but your posts are brief or are not clearly written or have some errors), your grade will be deducted accordingly. Grades of A-/B+/AB are also possible for work that falls between the A and B range. If you do not meet the requirements for discussion reading and posting, or if many of your posts are extremely brief or contain multiple significant errors, your grade will be significantly deducted. Please remember that you are required to read the entire discussion every week!

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| **Week** | **Topic(s)** | **Students Posting Questions** |
| **October 15-22** | Tinnitus - Assessment | Megan Annis, Ruthie White, Becca RancourtSara M. Misurelli,  |
| **October 22-29** | Tinnitus – CBT/TRT | Will Keener, Chelsey Ward, Emily Fisher, Emily Barquest |
| **October 29 - November 5** | Tinnitus – Management (products)/alternative treatment | Kimberly Finlan, Jaimie Herskovitz, Victoria Pechacek |
| **November 5 – November 12** | Aural Rehab – Adult (inventories, group therapy, technological advances -programs/ online apps) | Samantha Hellman, Christine McGuinty, Michael Parrish, Michelle Schumann |
| **November 12 – November 19** | Aural Rehab – Pediatrics (inventories, group therapy, technological advances -programs/ online apps) | Maranda LaFave, Chantal Van Ginkel, Sam Panning |

# Section 4: Case Presentations

**Weeks of November 26, December 3, and December 10**

You will be presenting a difficult case to your classmates. Difficult is meant to include complicated diagnoses, difficulty patient complaints, and/or anything that makes this case more challenging than usual. Early in the week, you will post the introduction to the case, which will leave some questions and unresolved issues remaining. Your classmates will then have a few days to comment on and ask questions about the case. Later in the week, you will post the finale of your case, which will tie up any remaining loose ends.

**Everyone is required to read the entire discussion every week, including students who are presenting.**

Each week assigned students will present cases. The responsibilities for presenters and the “audience” are detailed below:

**Grading**

You will receive a grade (out of 100 points) each week. If you follow all requirements and your discussion posts are accurate, complete, well-thought-out and clearly written (i.e., minimal spelling or grammatical errors), you will earn an A for the week. If you meet the requirements with lower-quality work (i.e., you make and read the required discussion posts, but your posts are brief or are not clearly written or have some errors), your grade will be deducted accordingly. Grades of A-/B+/AB are also possible for work that falls between the A and B range. If you do not meet the requirements for discussion reading and posting, or if many of your posts are extremely brief or contain multiple significant errors, your grade will be significantly deducted. Please remember that you are required to read the entire discussion every week!

**Schedule**

**Week of November 26**: Kimberly Finlan, Jaimie Herskovitz, Sam Panning, Victoria Pechacek, Chantal Van Ginkel, Michael Parrish

**Week of December 3**: Megan Annis, Ruthie White, Maranda LaFave, Becca Rancourt, Samantha Hellman, Michelle Schumann, Sara M. Misurelli

**Week of December 10**: Will Keener, Chelsey Ward, Emily Fisher, Emily Barquest, Christine McGuinty

**Requirements for Presenters:**

* No later than Monday at 8:00 am the **day before** your assigned week, you must post the introduction of your case. Please post this as a PowerPoint presentation on the discussion board under your name.
* Your case presentation should highlight a difficult problem(s) or issue(s) related to the diagnosis and/or

treatment of a particular patient. The case can focus on any topic(s) in audiology. It’s fine if the case isn’t 100% resolved yet or if there are minor things you don’t remember, as long as you have information on the most relevant and important aspects of the case.

* The introduction of your case should introduce the situation and some problems/questions/learning

issues for which you do not yet provide answers. For example, if the diagnosis was difficult to determine, post the information that caused it to be tricky, and ask the audience for their thoughts. (You can include the answer in the finale of your case). Another example would be a difficult treatment decision.

* The introduction should consist of the following:
* A pseudonym of the patient, age, and gender. Other information (such as patient’s cultural background, interests, lifestyle, etc.) should be presented if it is relevant to the situation or problem you will be discussing.
* Do not present any identifying information such as real names, initials, dates, or clinic name.
* Case history that is relevant to the situation you’ll be discussing.
* Relevant test results with identifying information omitted or blacked out. Please include a visual picture of the results whenever possible. For example, include the audiogram if

possible instead of just describing the hearing loss.It is fine if you want to leave out some information in the introduction and later present it in the finale, and in fact, this might be necessary depending on the case.

* Post at least one article related to the situation or problem you’re discussing. The article may be from a peer-reviewed journal or reputable non-peer-reviewed journal or trade magazine intended for a professional audience (i.e.: *Hearing Journal*).
* Post at 3 questions/learning issues related to the case for the audience. At least one of the questions should relate to how the article applies to your case.
* Monitor the discussion of your case throughout the week and answer questions or respond to other

posters as necessary. You do *not* need to immediately answer questions or respond to comments that you are planning to answer later when you post the finale of your case.

* The finale of your case should be posted as a PowerPoint presentation sometime between noon on

Friday and noon on Saturday. If this timeline is truly not possible for you, please contact me in advance and I may allow you to post your finale as early as Thursday evening; however, please only use this option if it is truly not possible for you to post it between noon Friday and noon Saturday.

* The finale of your case should address the questions/learning issues you posted in the introduction, as

well as tie up any remaining loose ends.

**Requirements for Audience:**

* Students who are presenting on a given week are not required to post on any other students’

presentations, but they are allowed to do so if desired.

* Each week (non-presentation weeks), you are required to make at least **THREE** posts to the discussion

after the introductions have been posted and before the finales are posted. Introductions will be posted no later than 8 am on the Monday before a presenter’s assigned week. Finales will typically be posted sometime between noon on Friday and noon on Saturday.

* Your two posts can include any combination of answering the presenters’ questions and making your

own points related to the case. Your two posts should be on two different students’ cases, and your two posts should be made on two different days.

* Your posts must be original, informative, and relevant. Posts in which you simply state your agreement

or disagreement with another poster (without adding more original information) will not count toward your required posts.

* Please read all of the finales and the associated posts before the start of the next week if possible, and

definitely no later than Tuesday morning of the next week.

* It is NOT a requirement that all of the presenters’ questions must be answered, although you are definitely encouraged to answer their questions.

### Levels of Thinking

### Weekly Discussion Leader:

As a weekly discussion leader, you must post **THREE** questions, and the questions will span at least two different levels of thinking (see more info toward the bottom of the next page).

Label each of your questions as Level 1, Level 2, or Level 3. If you’re not quite sure if a question is Level 2 vs. Level 3, just indicate which one you think it is. I’m not grading you on whether your level designation is accurate; I’m just looking for you to make your best reasonable effort to come up with questions that span different levels of thinking.

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 8:00 AM.**

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 pointof the question as well as possible in the subject line.

You are responsible for monitoring your discussion. Read all of 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).

**Participating in Discussion/Answering Questions:**

During a week when you are *not* writing questions, you must make at least **THREE** (3) *original, relevant, and important* posts to the discussion that span at least two levels of thinking. Your 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 three required posts unless you expand on your “basic” response with additional original, relevant, and important information.

**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. You can definitely make an original post that *expands on* or replies to a previous post, as long as you add original information.

Think of your 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.

Additional Suggestions:

1. 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”.
2. If you accidentally post something or want to delete a post, let me know and I can delete it. (D2L does not allow students to delete posts).
3. You are allowed to make more than the minimum number of posts.
4. It is NOT a requirement that all posted questions must be answered, although you are definitely encouraged to answer the questions.

**Levels of Thinking: Adapted from Bloom’s Taxonomy**

*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.

**Please communicate any concerns or questions with your instructor.**