

COURSE SYLLABUS
CSD 921: Problems in Audiology
UW-Stevens Point & UW-Madison
Fall 2023
Online Class

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Office Hours: Mondays 2:30-3:30, Thursdays 1:30-2:30, Fridays 11-noon, or by appointment.
I will generally be in my office during these times, and you're welcome to call my office phone. I can also arrange Zoom calls or phone calls during my regular office hours or at other times.

Class Dates: Per the AuD program academic calendar, **class responsibilities begin on Weds., September 6, and end during final exam week on Wednesday, December 20.**

E-mail communication: You should plan to check your school e-mail account at least three times per week for any important class announcements. I typically reply to emails within two business days or sooner, although it may take a little longer if your email doesn't require an urgent reply. I cannot guarantee that I will check or respond to email on evenings and weekends. If you have an urgent question about meeting a class requirement, please use your best judgement and attempt to meet the requirement as best as possible until I am able to reply to your question. If I have not replied to your email within two business days, then please re-send the email or try contacting me on my office phone (leave a voicemail message if I do not answer).

Co-requisite: CSD 894, Audiology Externship

Course Description:

This is an advanced seminar/discussion-style online course, which means that students are active participants and discussion leaders, and you will learn as much from each other as you will from me. We will discuss current topics and problems in the field, and you should plan to actively participate and contribute to the course discussions. **Each week begins on Sunday or Monday (each week officially begins on Monday, but Sunday participation is allowed) and ends the following Sunday, except for the first week of class, which officially begins on a Wednesday (9/6) and ends on the following Sunday (9/10).**

Readings/Textbook:

Readings will be posted in the Canvas discussion, and there are no required textbooks.

Time Commitment:

My goal is to keep the workload reasonable while allowing us to discuss current issues and interesting cases that supplement the hands-on learning of your externship. An in-person, 2-credit course would meet in the classroom for one hour and forty minutes per week, with an additional ~3 hours expected outside of class for reading, studying, and completing assignments. Keeping that in mind, if you have questions or concerns about the workload of this course, please let me know.

Attendance and Participation:

For this seminar-style course to be successful, you should plan to **read the discussion at least 3 times per week and expect to participate on at least two different days per week (see more specifics in the discussion requirements)**. If you would like to request an excused absence (for a typically excused reason such as illness or personal/family emergency) from the discussion or a deadline extension due to illness or emergency, please contact me prior to the deadline and we will make appropriate arrangements. **Attendance and participation for each week will run from Sunday at 8 am until the following Sunday at 11:59 pm.** All deadlines are according to **Central Time**.

If there are one or two weeks during the semester when you are unable to meet all course requirements due to typically **unexcused** reasons (such as personal vacation, or regular life getting in the way), **please participate as best as you can** even if you cannot exactly meet all the requirements. See additional information below on grading and penalties.

Your Goals for this Course:

Since this is a more advanced, seminar-style course, please think about how YOU can get meaning and value out of this course each week. In contrast to the courses in the first three years of your program, this course is much *less* focused on making sure you meet basic/core competencies, and much *more* focused on providing students with opportunities to discuss and learn about a variety of current topics in the profession. If you are used to thinking about what you “should” do on assignments, or “what Dr. Henning wants to see” on assignments, this is your chance to shift away from that mindset! Although there are some essential discussion participation requirements, feel free to focus on whatever is most interesting or valuable to you within that particular week’s discussion.

Grading:

As mentioned above, this is a different type of course, and therefore the grading scheme will also be a little different, and more similar to a P/F type of grading (although you will still ultimately receive a letter grade).

You will receive a grade for each week based on your posts for the week, and your semester grade will be an average of your weekly grades. Your posts should be thoughtful and accurate with clear and specific descriptions/explanations, you should cite sources, and have minimal spelling or grammatical issues. If you make the required posts for the week and meet these requirements, you will earn 100% for the week.

If you make the required posts for the week, but there are some minor but meaningful inaccuracies, and/or your post(s) contains some grammatical or spelling errors that make it somewhat harder to understand (but overall it’s still understandable), and/or your post(s) are on the right track but don’t contain enough specific information, you will earn 85-90% for the week.

Grading Penalties When Full Requirements are not Met:

Although there will be penalties for not meeting requirements (see more under the headings below), **as long as it only happens once or twice during the semester, those penalties will likely NOT have a significant impact on your final grade as long as you meet the requirements during the other weeks.** Because your weekly grades will be averaged over 16 weeks, your final grade will be able to absorb a

couple of penalties without a significant impact.

Both posts on the same day:

If you make both your weekly posts on the same day, there will be a grade penalty, and this penalty will increase if it happens more than twice during the semester. **However, you will be better off making two posts on the same day during the correct week, rather than only making one post that week or making a late post.**

Late posts:

There will be a grade penalty for late posts depending on how late it is. If you need to make one or more late posts, please do your best to post no later than 9:00 am central time on Tuesday (i.e., within about one day of the previous week's deadline). The grade penalty will be relatively minor if your late post is made by that time. The penalty will increase beyond that time, and **late posts will not receive credit after 9:00 am on Thursday, unless you have contacted me about an excused extension or absence.** The penalty for late posts will also increase if you have multiple late posts throughout the semester, even if they are made by Tuesday at 9:00 am.

Missing posts:

If you only make one post during a week, there will be a grade penalty. This penalty will increase if it happens multiple times during the semester. Instead of missing a post, it will usually be better for your grade if you post twice in one day during the correct week, or if you make a late post.

If you do not post at all during a week (and if you have not contacted me about an extension or an excused "absence,") **you will earn a 0% for that week. It is much better to make (a) late post(s) than to not post at all.**

A Word About Using AI:

Currently, there is no possible way for me to monitor whether or not you have used AI/ChatGPT for creating your posts. We will probably all be using AI for many things in the near future, so I encourage you to experiment with it (which I assume you've probably already done). **Be aware that in its current version, AI tends to produce somewhat general or generic answers, it can sometimes be inaccurate, its answers can reinforce or perpetuate existing biases, and it does NOT accurately cite sources.** (Many "sources" that it "cites" do not even exist). If you choose to use AI as a starting point for any post, **be sure to critically evaluate and edit the information for accuracy, to minimize bias, and especially to make sure that your final post contains specific, highly relevant, and accurately cited information that reflects what you want to contribute to the discussion.**

Also, remember that true learning and growth only happens with effort. Be sure to keep in mind your goals for this course, and that the amount and manner in which you engage with this course will determine the value you get from it. If you find that using AI helps you get more out of this course and better meet your goals, then by all means use it (with careful editing)! If it's not helping you learn or get more out of the course, then either don't use it, or try changing the way that you use it.

Grading Scale

UWSP Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentage	100.00- 93.00	92.99- 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	AB		B	BC		C	CD		D	F

Professionalism:

This class is part of your training for your professional career. **Professional behavior and attitude are expected in the discussion.** This includes, but is not limited to, respect and tolerance of others and other viewpoints, 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: <https://mk0audiologyotvgk5ps.kinstacdn.com/wp-content/uploads/2021/05/201910-CodeOfEthicsOf-AAA-1.pdf>, or American Speech-Language Hearing Association Code of Ethics: <https://www.asha.org/policy/et2016-00342/>.

Academic Misconduct:

Information on the policies that **apply to all UW System students and faculty** regarding academic misconduct can be found at this UW-Madison website: <https://conduct.students.wisc.edu/academic-misconduct/>. **You are also responsible for reviewing and understanding all of the information about avoiding plagiarism** at this link, especially the information on successful and unsuccessful paraphrases: <https://writing.wisc.edu/handbook/assignments/quoting/sources/>. **Plagiarism on a discussion post in this class may result in a reduced or failing grade for the plagiarized portion.**

Students with Disabilities:

If any student has a documented disability and requires accommodations in meeting the class requirements, please contact 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.

Student Privacy and Intellectual Property of Recorded Materials:

Materials and recordings for this class are protected intellectual property at UW-Stevens Point. 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 share 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 class notes or other class materials 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.

ASHA Standards/Competencies:

The following American Speech-Language-Hearing Association (ASHA) Council for Clinical Certification (CFCC) 2020 standards for the Certificate of Clinical Competence in Audiology (CCC-A) are covered in this course (see table below).

Method of Assessing Competency: All of these competencies are assessed via students leading/presenting and participating in the discussions. For each competency, (a) passing grade(s) on the discussion(s) covering the corresponding material will serve as documentation that the student has met competency. A passing grade is a B or better. If a student fails to complete any of the tasks listed below, they will work with the course instructor to either redo the task or complete an additional task in order to demonstrate competency. If a student is not able to successfully complete this task, then an improvement plan will be initiated to remediate the skill in question. See the AuD handbook section on improvement plans.

ASHA CCC-A/CFCC (2020) standard; The student will demonstrate knowledge of (the skills portions of any standard lettered B or higher are not covered in this course):
A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management
A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span
A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication
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
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
A17. Importance, value, and role of interprofessional communication and practice in patient care
A18. The role, scope of practice, and responsibilities of audiologists and other related professionals
B10. Identifying persons at risk for speech-language and/or cognitive disorders that may interfere with communication, health, education, and/or psychosocial function
C6. Providing assessment of tolerance problems to determine the presence of hyperacusis
C15. Selecting, performing, and interpreting tests to evaluate central auditory processing disorder
D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders

D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing impairment for the client/patient, family members, and/or caregivers to enhance their well-being and quality of life
D6. Facilitating patients' acquisition of effective communication and coping skills
D7. Promoting clients'/patients' self-efficacy beliefs and promoting self-management of communication and related adjustment problems
E2. Identifying the need for, and providing for assessment of, concomitant cognitive/developmental concerns, sensory-perceptual and motor skills, and other health/medical conditions, as well as participating in interprofessional collaboration to provide comprehensive management and monitoring of all relevant issues
E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship
E7. Developing and implementing individualized intervention plans based on clients'/patients' preferences, abilities, communication needs and problems, and related adjustment difficulties
E8. Selecting and fitting appropriate amplification devices and assistive technologies
E22. Counseling clients/patients regarding the audiologic significance of tinnitus and factors that cause or exacerbate tinnitus to resolve misconceptions and alleviate anxiety related to this auditory disorder
E23. Counseling clients/patients to promote the effective use of ear-level sound generators and/or the identification and use of situationally appropriate environmental sounds to minimize their perception of tinnitus in pertinent situations
E24. Counseling clients/patients to facilitate identification and adoption of effective coping strategies to reduce tinnitus-induced stress, concentration difficulties, and sleep disturbances
E25. Monitoring and assessing the use of ear-level and/or environmental sound generators and the use of adaptive coping strategies to ensure treatment benefit and successful outcome(s)
E28. Ensuring treatment benefit and satisfaction by monitoring progress and assessing treatment outcome

Course Schedule

**Introduction Week: September 5-10 (Tues.-Sun.)
(AuD classes start on Weds., Sept. 6, but you may start posting a day earlier if you prefer)**

Please complete TWO posts on two different days for this intro week. One should be started by you and include information about your externship experience thus far. Please include location, demographic of patients, likes/dislikes, etc. Also, feel free to share about anything you did over the Summer if you'd like. Your second post should be a comment to someone else's post. Your second post may be brief, but please try to write at least a sentence or two. In general, this week is used get a sense of where everyone is across the country and what their experience has been thus far.

**The Impact of Sign Language on Spoken Language for DHH Children:
September 10-17
Discussion begins on Sunday 9/10 at 8 am and ends the following Sunday
9/17 at 11:59 pm.**

- I will lead the discussion this week.
- All students are expected to read the entire discussion and read/view any required resources.
- All students are expected to meet all discussion participation requirements (see separate document) during this week.

**CAPD in Children (Sept. 17-24) & Adults (Sept. 24-Oct. 1)
Each Discussion Week begins on Sunday at 8 am and ends the following
Sunday at 11:59 pm**

- I will lead the discussion during these weeks.
- All students are expected to read the entire discussion and read/view the associated resources.
- All students are expected to meet all discussion participation requirements (see separate document) during these weeks.

**Tinnitus, Hyperacusis, & Misophonia in Adults (Oct. 1-8)
& Children (Oct. 8-15)
Each Discussion Week begins on Sunday at 8 am and ends the following
Sunday at 11:59 pm**

- I will lead the discussion during these weeks.
- All students are expected to read the entire discussion and read/view the associated resources.
- All students are expected to meet all discussion participation requirements (see separate document) during these weeks.

**Musical Hallucinations & Prep Week (Oct. 15-22)
Discussion begins on Sunday at 8 am and ends the following
Sunday at 11:59 pm**

- I will lead the discussion during this week.
- Students are only required to make ONE post during this week, to allow some extra time to prepare for the week when they lead the discussion.
- All students are expected to read the entire discussion and read/view the associated resources.

Current Issues and/or Cases in Audiology
Weeks Beginning Oct. 23 & 30, Nov. 6, 13, & 27, and Dec. 4 & 11
****Different discussion topic Thanksgiving week Nov. 20-26; see next page**

Each Discussion Week begins no later than Monday at 8 am (can begin on Sunday if the discussion is posted then) and ends the following Sunday at 11:59 pm

- All students are expected to read the entire discussion and read/view the associated resources.
- Students who are discussion leaders during a given week are expected to meet all requirements for that role (see separate document).
- All students who are not discussion leaders during a given week are expected to meet all discussion participation requirements (see separate document) during those weeks.
- The schedule for discussion leaders is below, and students were randomly chosen for each week using wheelofnames.com. If you and another student mutually agree to switch weeks, that is fine, and please let me know as soon as you make that decision.

Week	Discussion Leaders
October 23-29	Sarah, Lexi
October 30-November 5	Elisabeth, Bailey
November 6-12	Kelsey, Hannah, Karley
November 13-19	Veronica, Avery
November 27-December 3	Regan, Erin
December 4-10	Felicia, Ally
December 11-17	Kiersten, Danielle



Thanksgiving Week: November 20-26

Discussion begins on Sunday 11/19 at 8 am and ends the following Sunday 11/26 at 11:59 pm.

You are expected to make two posts during this week, and to allow flexibility during this holiday week, you may make them on the same day or on different days.

- In one post, please describe 2-3 things that you are most grateful to have learned prior to starting your externship. These may be specific clinical skills or more general professional skills, attitudes, or behaviors. You should also briefly describe/explain why these 2-3 things have been valuable to you.
- In another post, describe one or more things outside of audiology that you are grateful for right now. There are no specific requirements for this post, and feel free to describe big things, small things, or anything in between.

Final Exam Week: December 15-20 (Friday-Wednesday)

Discussion begins on Friday 12/15 at 8 am and ends the following Wednesday 12/20 at 11:59 pm.

****Note the different start and end days and the shorter timeline for this final exam week. UW-Madison has an extremely tight final grading deadline, so I cannot offer any extensions except for truly extenuating circumstances, and even then it may result in a grade of "Incomplete." To help prevent this situation, this week's posts are reflective (and hopefully less time-consuming), and you may make both of your posts on the same day if you prefer.**

- In one post, you should describe 2-3 things that you have most enjoyed learning, or that have been the most valuable for you to learn, during your externship. These may be specific clinical skills or more general professional skills, attitudes, or behaviors. You should also briefly describe/explain why these 2-3 things have been enjoyable and/or valuable to you.
- In another post, answer this prompt: In the spirit of the holiday season, if you could give the current third-year students anything before they start their externships, what would you give them, and why would you choose this gift? This "gift" could be a piece of advice, or it could be a tangible gift, or it could be an experience, or anything else. It does not have to be related to audiology, but it can be. Feel free to have fun with this post.