

University of Wisconsin-Madison & UW-Stevens Point CS&D 921: Seminar - Problems in Audiology Spring semester, 2020

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Availability: By email within 48 hours of correspondence, online on the course canvas site nearly every business day, and by appointment.

Course Overview:

This three-credit seminar class is the final course in the UW-Madison/UW-Stevens Point Au.D. program. This class is entirely online and is housed in the UW-Madison canvas platform. It 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 www.canvas.wisc.edu.

This course consists of four modules: audiology public policy and advocacy, discussions of clinical topics, clinical case scenarios, and discussions of professional issues.

Course objectives:

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

Course Description:

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

Course Requisites:

Graduate or professional standing in the UW-Madison or UW-Stevens Point Au.D. program.

Course Details and Learning Outcomes:

The class consists of 4 modules. This syllabus gives a course overview, a description of each module, and an organized schedule of deadlines and requirements for the semester. Specific requirements for each module are linked here and also posted in canvas.

Students should review both this syllabus and the canvas site carefully. 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 Public Policy and Advocacy

(January 21-February 9)

This module is designed to give students the opportunity to investigate, describe, and reflect on topics in audiology public policy and advocacy.

Learning Outcomes

Students will:

- define their representation at the various levels of government.
- identify a public policy issue in the field of audiology that is relevant and interesting to them.
- create a flyer on their public policy issue designed to be presented to their federal representatives.
- describe their public policy and defend their position on the issue in a two-minute elevator-speech video.
- share their chosen public policy topic with their peers online.

The [Public Policy Assignment](#) has the details and grading rubric.

Module Two: Discussions of Clinical Topics

(February 10-March 15)

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.
- integrate current research on clinical topics into online, peer-led discussion.
- reflect on their clinical 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.

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

Module Three: Clinical Case Scenarios

(March 23-April 12)

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

Learning Outcomes

Students will:

- gather and identify relevant information in two audiology patient case scenario simulations (vestibular and cochlear implant).
- differentially diagnose the simulation patient in each case using the information provided in the online scenario.
- evaluate their own performance on and experiences with the case scenario simulations through a reflection and self-assessment assignment.

Detailed requirements and case scenarios will be provided prior to spring break.

Module Four: Discussions of Professional Issues

(April 13-May 3)

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

Learning Outcomes

Students will:

- distinguish relevant questions regarding professionalism topics.
- 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.

See [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. These are for the final required participation post.

See the Discussion Requirements document for details.

Week	Date week begins	Topic	Activities and Assignments	Due date and time	Topic and/or discussion leader
Module One: 1/21/20-2/9/20 Audiology Public Policy and Advocacy					
1:	1/21/20	Welcome! Audiology Public Policy & Advocacy	Watch welcome video; review syllabus; explore course canvas site. Post a one to two sentence summary of current externship in the General Discussion Board. This can be a text or video post. Start Public Policy Assignment .	Do asap Due 1/26 11:59 pm Due 2/9 11:59 pm	Dr. Buhr-Lawler
2:	1/27/20	Audiology Public Policy & Advocacy	Work on Public Policy Assignment	Due 2/9 11:59 pm	Dr. Buhr-Lawler
3:	2/3/20	Audiology Public Policy & Advocacy	Work on Public Policy Assignment	Due 2/9 11:59 pm	Dr. Buhr-Lawler
Module 2: 2/10/20-3/22/20 Discussions of Clinical Topics					
4:	2/10/20	CMV and ANSD	Discussion: Congenital Cytomegalovirus and Auditory Neuropathy Spectrum Disorder	L=2/10 9 am P=2/16 11:59 pm	Jordan Krentz Casey Wolter
5:	2/17/20	Vestibular Evaluation	Vestibular evaluation in pediatric and adult patients	L=2/17 9 am P=2/23 11:59 pm	Emily Wilson Seamus Doyle

6:	2/24/20	Aural Rehab and Treating the Whole Patient	Discussion: Aural rehabilitation and treating the whole patient	L=2/24 9 am P=3/1 11:59 pm	Carly Amurao Mackenzie Sinnen Alanna Wallerstein
7:	3/2/20	CAPD	Discussion: Central Auditory Processing Disorders	L=3/2 9 am P=3/8 11:59 pm	Lindsay Ross Kristi Riley
8:	3/9/20	OTC Hearing Aids and Audiology	Discussion: OTC & direct-to-consumer hearing aids and the changing landscape of audiology	L=3/9 9 am P=3/15 11:59 pm	Alexandra Carmichael Michael Parrish
9:	3/16/20	No class this week	Spring Break: 3/16/20-3/22/20		
Module Three: 3/23/20-4/12/20 Clinical Case Scenarios					
10:	3/23/20	Cochlear Implant and Vestibular Evaluation	Clinical Case Scenario Assignment, which includes a cochlear implant case, a vestibular case, and a reflection/self-assessment. Cases and assignment details will be posted on or before spring break. All components of the assignment are due on 4/12 at 11:59 pm.	Due 4/12 11:59 pm	Dr. Buhr-Lawler
11:	3/30/20	Cochlear Implant and Vestibular Evaluation	Work on Clinical Case Scenario Assignment	4/12 11:59 pm	Dr. Buhr-Lawler
12:	4/6/20	Cochlear Implant and Vestibular Evaluation	Work on Clinical Case Scenario Assignment	4/12 11:59 pm	Dr. Buhr-Lawler

Module Four: 4/13/20-5/3/20 Discussions of Professional Issues					
13:	4/13/20	Next Steps	Next steps: the job hunt, licensure and certification, resources for new professionals	L=4/13 9 am P=4/19 11:59 pm	Lindsey Powell Ilsa Feierabend
14:	4/20/20	Audiology in the Media	Audiology in the mainstream media and in social media	L=4/20 9 am P=4/26 11:59 pm	Kristina Broyles Charlene Lemons
15:	4/27/20	Audiology Business Practices and Challenges	Discussion: Audiology business practices and challenges, including but not limited to billing, coding, and reimbursement.	L=4/27 9 am P=5/3 11:59 pm	Kaitlin Walsh Julia Gajewski
16:	5/4/20	Exam week	No exam Submit brief personal graduation video during exam week (details to be provided later).		Dr. Buhr-Lawler

Grading:

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

See instructions for each module for detailed consequences of late/missed submissions. Broadly, discussion submissions submitted late will be graded as 0. Any required assignment, such as the public policy assignment, will be graded down a half a letter grade for each day it is submitted late. If an assignment is made of multiple parts, this applies to each part individually. There are typically no makeup or extra credit assignments in this course.

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

Educational Objectives:

ASHA Audiology Certification Knowledge and Skills Outcomes addressed in this course:

A2, A7, A8, A9, A10, A13, A14, A18, A19, A20, A21, C14, C15, C17, C18, C19, D4, E1, E14. See <https://www.asha.org/Certification/2020-Audiology-Certification-Standards/#standardII> for more information.

Academic Policies:

ATTENDANCE

Computer/Internet Access: Each student is required to have regular access to a computer and high speed internet. If you have problems accessing a computer with internet, you will not be able to meet the requirements to perform satisfactorily in this class.

Attendance: Attendance will be determined through participation in discussions on canvas and completion of assignments. Students are expected to participate in the online discussions during the weeks they are scheduled. Missed discussion posts or assignments will be graded as a 0.

Excused absences are absences due to illness, a death in the immediate family, religious observances, or a genuine emergency. Be prepared to provide documentation when returning from an emergency or medical absence. In all other cases, an absence is considered an excused absence only if the instructor deems it so after conferring with you

PRIOR TO the absence. Evidence supporting the claim of an excused absence may be required.

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 is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. <https://conduct.students.wisc.edu/syllabus-statement/>

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.

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. <https://diversity.wisc.edu/>

Religious Conflicts: In accordance with University of Wisconsin policy, any potential conflict between class requirements and religious observance must be made known to an instructor within the first week of class. The student should notify the instructor of the specific day(s) or date(s) of specific religious observances for which the student seeks relief from academic requirements. Any student with a conflict between an academic requirement and any religious observance will be given an alternative for meeting the academic requirement.