
University of Wisconsin-Madison and University of Wisconsin-Stevens Point

CS&D 921: Seminar - Problems in Audiology

Spring, 2023

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Office Hours: By appointment in person, via phone, or on zoom

Credits: 2

Dates: January 23, 2023 through May 12, 2023, per the UW Au.D. Program Academic Calendar

Requisites: Declared in the UW-Madison/UW-Stevens Point Doctor of Audiology (Au.D.) program

Designation: Graduate/professional course in Communication Sciences and Disorders

Course description: Current interests in audiology, audiology evaluation, pathology, and rehabilitation

Overview:

This two-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 projects, 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/330196>.

Meeting Time, Location, and Instructional 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 content-related videos, via feedback and personalized comments on student work, by responding to questions about content of the course and/or competencies, and through canvas messaging and email, which will be monitored and reviewed regularly.

Course Learning Outcomes:

Students will:

- Develop and communicate a professional introduction.
- Identify professional and policy issues in the field of audiology.
- Apply understanding of current audiology professional and policy issues.
- Demonstrate knowledge of audiology clinical evaluation methods, scoring procedures, and audiology test interpretation in audiology case scenarios.
- Differentiate diagnoses and assemble treatment plans in audiology case scenarios.
- Use reflective practices to enhance learning.
- Gain competency in the CFCC standards listed in this document.

Course Details:

Requirements and assignments are listed here and described on the course canvas site. 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, requirements, 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.

Time Commitment:

Students are expected to spend 90 hours in learning activities during a 2-credit course. This equals 6.4 hours/week over the 14 instructional weeks this semester. Learning activities for this course include watching videos, doing reading and research, checking email and the canvas site, completing assignments, and interacting with me and with classmates. If you have questions about the workload of this course, please let me know. Please contact me if you are spending significantly more time than described above on course content. If there are trends, I will modify requirements accordingly.

How to Succeed in This Course

Students who are successful in this course make the most of it! They engage with the content and participate fully in their assignments. Students who are successful in this course review the syllabus and assignment 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.

Each student is required to have regular access to a computer and high speed internet. Students should use a computer for the majority of course materials and activities. Students should plan to check school email and the course canvas site 3-4 times per week. I typically respond to emails in one to two business days. If you have a last-minute question about how to meet a course requirement, please use your best judgment and attempt to meet the requirement as best as possible.

My goal is to support you and to use 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.

Course Schedule:

Times are listed in Central Standard Time (CST).

Week	Date Week Begins	Activities and Assignments	Due Date and Time
Module One: Course Overview and Introductions January 23-February 5			
1	1/23/23	Watch welcome and course overview video, review canvas site Review syllabus and submit syllabus acknowledgement Work on your professional introduction	Due by 1/29/23 at 11:59 pm
2	1/30/23	Complete and submit your professional introduction	Due by 2/5/23 at 11:59 pm
Module Two: Audiology Issues and Advocacy February 6-March 12			
3	2/6/23	Review audiology issues and advocacy module overview page, watch module overview video Select and submit your audiology issues and advocacy topic	Due by 2/12/23 at 11:59 pm
4	2/13/23	Work on elevator pitch video	
5	2/20/23	Complete and submit elevator pitch video	Due by 2/26/23 at 11:59 pm
6	2/27/23	Research and submit the summary of your representation	Due by 3/5/23 at 11:59 pm
7	3/6/23	Complete and submit your reflection	Due by 3/12/23 at 11:59 pm
Module Three: Clinical Case Scenarios March 13-April 30			
8 and 9	3/13/23 and 3/20/23	UW Stevens Point Spring Break UW Madison Spring Break	

8 or 9	3/13/23 or 3/20/23	Review clinical case scenarios module overview page, watch module overview video	
10	3/27/23	Work on vestibular case	
11	4/3/23	Complete and submit vestibular case	Due by 4/9/23 at 11:59 pm
12	4/10/23	Work on cochlear implant case	
13	4/17/23	Complete and submit cochlear implant case	Due by 4/23/23 at 11:59 pm
14	4/24/23	Complete and submit your reflection	Due by 4/30/23 at 11:59 pm
Module Four: Conclusion May 1-May 12			
15	5/1/23	Course wrap up - TBD	
16	5/8/23	Exam week No course requirements	

Grading:

Course Requirement	Percentage of final grade
Module One: Course Overview and Introductions	10%
Module Two: Audiology Issues and Advocacy	45%
Module Three: Interactive Case Scenarios	45%

Grading will be determined through scores earned on assignments. If not specified otherwise, grades for assignments submitted after the due date will be dropped by 10 percentage points from the original grade earned for each day the submission is late.

If there are extenuating circumstances, students should reach out to me directly regarding accommodations. Students may have the option to make up missed deadlines 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.

UW-Madison academic misconduct policies apply to all assignments for the 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:

UWSP 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		D		F

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. Students may also take notes solely for their personal use. You are not authorized to copy or share course material outside of class. If a meeting or lecture is not already recorded, you are not authorized to record course content without permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. Students may not copy or use course 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.

Standard	How the Standard is Assessed
A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication.	Students will demonstrate competency by obtaining a passing grade on the professional introduction assignment . This assignment includes communicating a professional introduction via video or graphic.
A21. Advocacy for individual patient needs and for legislation beneficial to the profession and the Individuals served.	Students will demonstrate competency by obtaining a passing grade for all components of the Audiology Issues and Advocacy Module: the elevator pitch video, the summary of representation, and the audiology issues and advocacy, and reflection assignments . These assignments include reviewing current policy and professional issues beneficial to our profession and patients, creating and disseminating a professional advocacy elevator speech video, and assembling a list of relevant representatives, and reflecting on audiology legislation and/or advocacy issues.
A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication.	Students will demonstrate a competency in this area by completing and obtaining a passing grade on both the cochlear implant and vestibular evaluation assignments . These assignments include effectively communicating results and recommendations.
A16. Principles and practices of	Students in this course will demonstrate

<p>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>competency by completing and obtaining a passing grade on the cochlear implant and vestibular evaluation case scenario assignments. These include conducting interactive assessment simulations as well as a self-reflection activity.</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 assignment. These include conducting 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 assignment. This assignment includes completing counseling simulations 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 assignment. This assignment includes conducting an interactive assessment simulation and candidacy determination as well as a self-reflection activity.</p>