

University of Wisconsin-Madison
CD 849 Geriatric Audiology
Cynthia G. Fowler, Ph.D.

Course: CSD 849 Geriatric Auditory: Diagnosis and Rehabilitation
Term: Spring, 2021

Schedule: Wednesdays 3:20-5:00 PM

Course Content

This course covers anatomical, physiological, and psychosocial changes with aging and their effects on the communication deficits experienced by older adults. The student will be familiarized with theories of aging and their application to the aging auditory system. Because these changes with aging include both peripheral and central nervous system deficits, many older individuals face significant hearing difficulties, especially in difficult listening situations, such as in the presence of background noise, with multiple speakers, and when the listener is unable to see the speaker's face. These changes result in unique communication challenges for older people, which require unique rehabilitative strategies and sensitivity to the psychosocial context in which they occur for the individual.

Class is 2 credits. Class meets 1 hour and 40 minutes each week for 15 weeks. An additional 4 hours per week of outside class times is expected for a 2 credit class; this time includes reading, writing, preparing for exams, and taking some exams.

Instructor: Cynthia G. Fowler, Ph.D.

Email: cynthia.fowler@wisc.edu

Office hours: Wednesday 12-1 PM or by appointment

Required text:

Weinstein, B.E. (2012). Geriatric Audiology, 2nd Edition. New York: Thieme.

This book is the text for the course. You can get it as an e-book or hard copy in the usual ways.

Course webpage: <https://wisc.edu>

All course materials and announcements are posted on the website. Be sure to check it regularly.

Course Schedule

Date	Topic	Quizzes
1/20	Introduction and Overview: Demographics & Etiology	
1/27	Theories of aging; biology of aging	
2/3	Psychosocial changes; research in aging	
2/10	Auditory sensitivity (threshold) changes with aging	
2/17	Assignment (no class meeting)	Quiz 1
2/24	Epidemiology of hearing loss in aging	

3/3	Aging, cognition, and memory	
3/10	Aging with lifelong deficits/Aging with dual sensory deficits	
3/17	Aging and diseases: Dementia, strokes	Quiz 2
	Central factors and binaural processing in aging	
3/24	Spring Break	
3/31	Communication difficulties with aging	
4/7	Rehabilitation in aging: Screening measures; Self-perception of disability and impairment with hearing loss	
4/14	Rehabilitation: Hearing aids and assistive listening devices	
4/21	Rehabilitation: Outcome assessment measures, Long term care services and needs	
4/28	Prevention and genetics in aging, Summary	

You will make one presentation and lead the class discussion on that occasion. For the presentation, your **responsibilities** are listed below.

1 week prior to the presentation, do the following:

- Email to me a draft version of your presentation (PowerPoint)
- Under the Discussion section at Canvas post 2 articles relevant to your topic.

By 8:00 AM the Monday of the presentation, do the following:

- Post the final copy of your ppt under your discussion section of Canvas.
- The final slide in your presentation should have a bulleted list of the most important “take home” points of your presentation.

The day of the presentation, you will present your topic

- Have 3-5 questions prepared to start a discussion
- Lead a discussion on the topic

The class should do the following:

- Read the relevant chapters of the Weinstein book
- Read the student-posted articles
- Be prepared to participate in a discussion of the topics

Presentation. The presentations should be based on **at least 5 peer-reviewed articles**. One of these articles can be a review of the topic or a book chapter. You should **not** use Audiology Online, Wikipedia, any commercial website, or a predatory journal. If in doubt, please ask. The presentation should include an outline, overview of the topic, background, and a review of a couple of articles and summary. For the discussion after the presentation, questions can be from the topic at large or from your posted articles. For the articles, the review should include the following: was the article done well, did it answer the research questions, were the methods appropriate, and were the conclusions justified, what should have been done differently, and what could be done as a follow-up study? Guidelines for these analyses are posted under the syllabus for the class. Also see the announcement for more guidelines for the presentation.

For the PowerPoint presentation, keep in mind that you should not plagiarize material. Excessive use of direct quotations is also not acceptable; you should paraphrase the material adequately and provide citations for your sources. The author's name and year of publication should appear on the appropriate slides, and the full bibliographic information should be on the last slide (APA style). Proofread your material before you submit it and be sure to use correct spelling and grammar. You should rehearse the presentation ahead of time and verify all pronunciations. Figures are easier to read than tables of numbers. For all tables, graphs, and charts, make sure the writing is large enough to be viewed by the audience. You may need to retype numbers or text for this to happen. When you present the material, you should look at the audience and not simply read from the slides.

For the presentation, begin with an outline and statement of what your ppt will cover. What do you want the audience to learn from this presentation?

Start with an overview of topic, or the background of the topic.

When you choose your articles, make sure that there is a reason that you picked those articles. Does the second article answer a question that arose in the previous article?

Do the articles taken together tell a "story". You should have smooth transitions between the slides.

You will be graded on the following:

- Choice and use of references
- Flow of the presentation (how the studies link to each other)
- Content-Did you cover the topic deeply enough that the audience learned something new?
- Content-did you present the ppt at a level appropriate to their level of understanding
- Did you engage the students in a discussion?
- Were you able to answer all the questions?
- Presentation style

Grades

33% each for 2 quizzes and one presentation.

Grading Scale:

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
Percentage	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 –	A	A-B		B	B-C		C	C-D		D	F

Madison

Letter

Grade

Course Learning Outcomes:

Upon successful completion of this course, the student will be able to

1. Describe how the population is growing with respect to demographic variables
2. Describe the current theory of aging
3. Describe psychosocial and physiological changes with aging
4. Describe sensory changes with age, including hearing, vestibular, and vision
5. Describe interactive hearing and cognitive changes with age
6. Describe changes in perception of speech and target location in adverse conditions with aging
7. Discuss the tools used for screening hearing and disability with aging
8. Describe the available assistive listening technology for older individuals
9. Describe rehabilitative outcome measures for older individuals
10. Discuss prevention and genetics of aging and longevity

ACADEMIC INTEGRITY (taken from <http://www.wisc.edu/students/UWS14.htm>)

Academic honesty requires that the course work (drafts, reports, examinations, papers) a student presents to an instructor honestly and accurately reflects the student's own academic efforts. UWS 14.03 defines academic misconduct as follows:

"Academic misconduct is an act in which a student

(a) seeks to claim credit for the work or efforts of another without authorization or citation;

(b) uses unauthorized materials or fabricated data in any academic exercise;

(c) forges or falsifies academic documents or records;

(d) intentionally impedes or damages the academic work of others;

(e) engages in conduct aimed at making false representation of a student's academic performance"

(f) assists other students in any of these acts."

Examples include but are not limited to the following: cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source; using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; stealing examinations or course materials; signing another person's name to an attendance sheet; hiding a book knowing that another student needs it to prepare an assignment; collaboration that is contrary to the stated rules of the course, or tampering with a lab experiment or computer program of another student.

If academic misconduct has occurred, the student may be subject to one or more of the following penalties: an oral or written reprimand, a lower grade or a failing grade in the

course, university disciplinary probation, suspension, or expulsion. See additional information regarding academic misconduct at <http://www.wisc.edu/students/UWS14>.

PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES

Lecture materials and recordings for CSD 859 are protected intellectual property at UW-Madison. 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 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.

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's to [Rules, Rights and Responsibilities](#)

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "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."

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

DIVERSITY & INCLUSION

Institutional statement on diversity: "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/>

Course Accessibility and Accommodations

We wish to fully include persons with disabilities in this course. Please let us know, within the first two weeks of the course, if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. We will maintain the confidentiality of the information you provide. Online information:

- Access and Accommodations Resource Coordinators
 - <http://www.wisc.edu/adac/facstaff/coord.html>
- Equity and Diversity Resource Center
 - <http://www.wisc.edu/edrc/disability/>
- Facilities Access
 - <http://www.fpm.wisc.edu/accessibility>
- McBurney Disability Resource Center
 - <http://www.mcburney.wisc.edu/>
- Madison ADA Policies
 - <http://www.wisc.edu/adac>

Religious Observances and Personal Emergencies

State law mandates that any student with a conflict between an academic requirement and any religious observance must be given an alternative for meeting the academic requirement. The law also stipulates that students be given a mechanism by which they can conveniently and confidentially notify an instructor of the conflict. A student’s claim of a religious conflict, which may include travel time, should be accepted at face value. A great variety of valid claims exist for religious groups, and there is no practical, dignified, and legal means to assess the validity of individual claims.

The following three guidelines that have been developed to provide clarity for both students and instructors: (1) Announce early in the semester that your students must notify you within the first two weeks of class of the specific days or dates on which they request relief. Including this information on your course syllabus is encouraged, to make sure your students are informed of the policy. (2) Make-ups may be scheduled before or after the regularly scheduled requirements. (3) It is understood that instructors may set reasonable limits on the total number of days claimed by any one student. Occasionally, students may not fully understand the necessity for prior notice, and under these circumstances we urge you to be as flexible as possible. Our policy seeks to be sensitive to the needs of individual students.

A listing, though not exhaustive, of religious holidays is available on the website: <http://interfaith-calendar.org/>.

UW-MADISON FACE COVERING GUIDELINES

While on campus all employees and students are required to wear appropriate and properly fitting face coverings while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be worn correctly (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the McBurney Disability Resource Center or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the Office of Student Conduct and Community Standards and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

QUARANTINE OR ISOLATION DUE TO COVID-19

Student should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

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 feedback is important to me. I strongly encourage you to participate in the course evaluation.

Digital Course Evaluation (AEFIS)

UW-Madison now uses an online course evaluation survey tool, AEFIS. In most instances, 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. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.