CSD 334: Introduction to Audiology

Course Syllabus

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Office: Ferguson Bldg, Room 335
Office Hours: Questions regarding course content and assignments can be posted anytime using the Ask the Professor tool on Blackboard. Please allow 48 hours for a response. A weekly study session also will be held online (see Elluminate below). Email the instructor regarding personal matters and/or to request a face-to-face appointment.

Teaching Assistants: Christianne Robertson, B.S. (cdrober3@uncg.edu) and Amelia Taylor, B.A. (amdelgro@uncg.edu).

Course Description

This course introduces students to the profession of audiology and provides an overview of auditory function and the basic principles of audiolologic assessment.

Student Learning Objectives (meets the following KASA Standards for ASHA Certification in Speech-Language Pathology and Audiology):

- III-B - Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

- III-C – Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

- III-D - Possess knowledge of the principles and methods of prevention, assessment, and
intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders).

Upon successful completion of this course, students will be able to:

1. Describe the physical and psychological properties of sound (III-B)
2. Recall basic anatomy and physiology of the auditory system (III-B)
3. Identify basic diagnostic and screening procedures of the auditory mechanism (III-D)
4. Perform basic audiometric tests in a virtual environment (III-D)
5. Interpret basic audiometric test findings (III-C, III-D)
6. Identify site-of-lesion and specialty tests in audiology (III-D)
7. Recognize common auditory (and related) disorders (III-C)
8. Discuss basic approaches to managing auditory (and related) disorders (III-D)

Blackboard

CSD 334 is accessed online at http://blackboard.uncg.edu using your Novell username and password. The Learning Area for this course and details regarding all assignments can be found on Blackboard. Course instructors will communicate with students via e-mail and announcements. Note that students are responsible for ensuring that their e-mail accounts are configured correctly to receive class e-mails. Students also can communicate with the instructor via the Ask the Professor discussion board on Blackboard. Often students have the same questions and may find the answer by referencing threads posted by other students.

Elluminate

Weekly study sessions will be held via Elluminate (accessed through Blackboard) on Fridays from 1:00 to 2:00 pm. Students may ask questions regarding course material/concepts and receive feedback in real time. All sessions will be recorded for later review. A tutorial about how to use Elluminate will be provided at the start of the semester. Private meetings among selected class members also can be arranged in Elluminate to facilitate sharing of information and group collaboration.

Cooperative Learning Groups

Cooperative learning groups will consist of three or four students who will work together to complete group assignments (described below). Students may select their own group members or be assigned to a group. Each group will submit a group contract regarding group responsibilities. Each student’s contribution to group process will be evaluated anonymously by his/her peers
periodically through the semester. This provides an opportunity to “check” one’s own contribution relative to the expectations of others. Students are encouraged to be honest, yet constructive in their evaluation of group members. Keep in mind that group work should be collaborative rather than divisive. As a result, group projects require more rather than less work to ensure that every member is satisfied with the end product. Thus, all group members are responsible for the quality of group work and will be graded accordingly. Groups are encouraged to meet face to face or in Elluminate on at least a weekly basis.

**Course Design**

CSD 334 is an undergraduate level course that has been formatted for distance learning using an interactive online medium. Course material is presented in the Learning Area using **interrupted case studies**, which parallel the “**evolving case studies**” used in the textbook. In addition, students will prepare a **hypothetical case** in which test findings are predicted based on the nature of the pathology and information learned over the course of the semester. **Branching Tree** exercises embedded within the Learning Area also provide students an opportunity to use critical thinking skills to predict test findings based on new knowledge acquired. Because cases build as shown in the figure below, material presented for each case can be applied to the case that follows. All of these elements, along with **Role-playing** and **Simulator exercises** (described below), provide students with a glimpse into the professional life of an audiologist.
Course Materials

**Computer:** Access to a computer with web access and Microsoft Word (or other PC-compatible word processing software) is required to access the course material and submit assignments.


**Virtual Audiometer (Student Version):** Simulator software can be ordered directly from [http://creativeworks.byu.edu/catalog/ViewItem.aspx?item=AU001](http://creativeworks.byu.edu/catalog/ViewItem.aspx?item=AU001) or purchased from the UNCG Bookstore. Note that this software is not compatible with Mac computers. It is the student’s responsibility to ensure access to a PC for timely completion of assignments.

**Assigned Readings:** Additional readings also are assigned as appropriate. Some readings are linked within the Learning Area and others are available on Blackboard. Go to *Readings/Weblinks* for a complete list of readings assigned for each lesson.

**AV equipment (optional):** Headphones with a microphone (e.g., Logitech) are recommended if you want to participate in Elluminate sessions without having to type your questions. Otherwise, you can use a standard set of headphones for listening only. A web cam also may be helpful when meeting in Elluminate as a small group.

Course Assignments

1. **Quizzes (20%)** – Students will complete a quiz on Blackboard upon completing each lesson (see course *Calendar*). Quizzes will be formative in nature, designed to provide feedback regarding students’ mastery of the material. Quiz questions will be objective (e.g., multiple choice questions). Students can take each quiz up to five times if desired to achieve the best possible (or acceptable) score. Quiz grades will be averaged to determine the overall grade for the semester.
2. **Exams (40%)**: Two exams will be administered on Blackboard (midterm and final). Exams will be summative in nature, designed to assess students’ cumulative knowledge over the course of the semester. These assessments will be application-based and will consist of a simulator exercise and related questions.

3. **Pathology Wiki (20%)**: Each cooperative learning group will be assigned an auditory pathology to study throughout the semester. Group members will research the nature of the disorder and create a fictional patient presenting with signs and symptoms of their pathology. The case will be posted on the group’s *Pathology Wiki* without disclosing the assigned pathology. Then, using an interrupted case study model, groups will post the expected test findings for their case following relevant lectures. A total of 10 “posts” will be required including a brief discussion of the pathology. Students will receive feedback from the instructor regarding the accuracy of their findings and should revise the information as necessary. Class members can review the wikis of other groups and will have an opportunity to “Name that pathology!” (and earn extra credit) based on the information they have been given. See the *Calendar* for deadlines and the *Pathology Wiki* for more instructions. Importantly, all test findings shall be original and references provided as appropriate. Grades will be based on the quality of group work and individual contribution to the group product. A grading rubric is provided on Blackboard.

4. **Simulator Exercises (10%)**: Six simulator exercises using the Virtual Audiometer are assigned as part of Case 2 (Lessons 6, 7, and 8). Instructions for each simulator exercise are provided on Blackboard (see *Simulator*). Students will submit simulator exercises 2 – 6 on Blackboard. Additional practice exercises are provided and can be used to prepare for exams.

5. **Role-playing Exercises (10%)**: Students are asked to participate in two role-playing exercises at the outset of the semester. The *Introduce Yourself Blog* and *Introduce Your Practice Wiki* require students to assume the identity of an audiologist and form a hypothetical audiology “practice” made up of members of each cooperative learning group. See *Introduce Yourself* and *Introduce Practice* on Blackboard for more instructions.

**Summary of Course Assignments:**

<table>
<thead>
<tr>
<th>Individual Assignment</th>
<th>Group Assignment</th>
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<tbody>
<tr>
<td>Introduce Yourself Blog</td>
<td>Introduce Your Practice Wiki</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Pathology Wiki</td>
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<tr>
<td>Simulator Exercises</td>
<td></td>
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<tr>
<td>Exams (Midterm and Final)</td>
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<tr>
<td>Name that Pathology! Survey</td>
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<tr>
<td>Peer Evaluation</td>
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Changes in Course Assignments

The instructor reserves the right to change course assignments and/or testing procedures. Students will be adequately notified of any changes via Blackboard and/or e-mail.

Instructor Expectations

Students are expected to complete all assigned reading and assignments on time. Late assignments will not be accepted without a valid reason.

Students are expected to do their own work. All assignments should be completed independently unless explicitly stated otherwise (e.g., group work). In addition, exact language taken from an outside source must be cited for all formal written assignments. Cheating and plagiarism will not be tolerated (see UNCG’s Academic Integrity Policy at http://saf.dept.uncg.edu/studisp/Honor.html for a description).

All prepared work should be neatly composed and proofread. Spelling, grammar, and punctuation do count and assignments will be graded accordingly. References should be formatted in accordance with the Publication Manual of the American Psychological Association (see the “APA Research Style Crib Sheet” at http://www.wooster.edu/psychology/apa-crib.html for assistance).

Learning Differences and/or Disabilities

For students with documented physical or learning differences and/or disabilities, appropriate arrangements will be made for completion of all class and assessment experiences. However, documentation of these differences and/or disabilities must be made available to the instructor prior to the first assessment experience. Information regarding disabilities and/or differences will be kept confidential. If you are unsure whether or not you need special accommodations, please contact the UNCG Office of Disability Services, 336-334-5540 or ods@uncg.edu.

Grading Scale

Final grades will be determined according to the following scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-98</td>
<td>A+</td>
</tr>
<tr>
<td>97-93</td>
<td>A</td>
</tr>
<tr>
<td>92-90</td>
<td>A-</td>
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<tr>
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<tr>
<td>62-60</td>
<td>D-</td>
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<tr>
<td>59 or less</td>
<td>F</td>
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Grades of A+ are not permitted for undergraduate students and grades of D (D+, D, D-) are not permitted for graduate students.