


LONGWOOD UNIVERSITY – PCSD 361-P03/CSDS 361-01
Introduction to Audiology and Hearing Science

Spring 2023

<p>Instructor: Mani Aguilar, Au.D.</p> 	<p>Class begins: January 11, 2023 Class ends: May 2, 2023 Final Exam is due: May 2, 2023</p> <p>Credits: Three</p>
<p>E-mail: aguilarmc@longwood.edu</p>	<p>Last day to add/drop is January 19, 2023 by 5:00 PM, Eastern Time.</p>
<p>OFFICE HOURS: Instructor is available via email at any time. Please expect a response within, at most, 48 hours Monday through Friday.</p>	<p>Last day to withdraw with no academic penalty (all tuition and fee charges will still apply) is March 29, 2023 5:00 PM, Eastern Time.</p>

Course Description: This course introduces the physics and psychophysics of sound, and reviews the anatomy and physiology of the auditory system. The course introduces the profession of audiology; behavioral and objective audiometric evaluation and screening procedures; types, degrees, and configurations of hearing loss; causes of auditory disorders and their audiometric correlates; and an overview of audiologic intervention tools.

Prerequisite: PCSD 313 - Anatomy and Physiology of the Speech and Hearing Mechanisms (may be taken concurrently).

Required Resources:

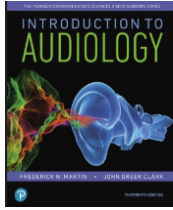
- Reliable, high-speed internet.
- Microsoft Office (specifically PowerPoint and Word). If you do not have the Microsoft Office suite, Office 365 is available at no charge to Longwood University students. Further information is available at <http://www.longwood.edu/usersupport/studentresources.htm> (scroll down to “Office 365”).
- Computer with working speakers and microphone.
- Webcam.

Canvas: Canvas™ will be the venue for this class. This course is fully online and is asynchronous, i.e., there are no regular class meeting times. However, there are specific due dates for quizzes, exams, and assignments throughout the course. All announcements, course documents, assignments, and class discussions will take place on Canvas - <https://Canvas.longwood.edu>. If you are not familiar with the features in Canvas, once you are logged into Canvas, go to ‘Help’ at the bottom left of the page, then to ‘Search the Canvas Guides,’ then to ‘Student Guide.’ Assistance is also available through the Longwood Help Desk at <http://www.longwood.edu/helpdesk> or 877-267-7883. The Help Desk will also provide you with information about how to resolve technical issues should they arise. Keep the Help Desk’s web address and phone number easily accessible should you need to contact them.

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Required eTextbook: Martin, F.N. & Clark, J.G. (2019). *Introduction to Audiology* (13th Ed.). Boston: Pearson Education, Inc. ISBN-13: 9780134695563



The eTextbook is available from the publisher at <https://www.pearson.com/en-us/subject-catalog/p/introduction-to-audiology/P200000001455/9780134695563>

Be aware that the *eTextbook* grants access to the book chapters, *as well as to activities, case studies, etc., some of which are required for the course.* The *printed version* (which has a different ISBN), may not grant access to the learning activities, case studies, etc., unless you separately purchase what is called an “Access Card.”

Additional readings may be assigned throughout the course by the instructor.

Course Objectives: After the successful completion of this course, the student will demonstrate competency in:

- Identifying the anatomy and function of peripheral and central auditory pathways.
- Discussing the basic physical and psychophysical attributes of sound.
- Discussing basic audiologic screening and assessment techniques.
- Interpreting basic audiologic test results, demonstrating an understanding of speech recognition ability, dynamic range, tympanometric findings, and the type/degree/configuration/symmetry of peripheral hearing losses.
- Discussing common disorders of the auditory system, including site of dysfunction and characteristics of the resulting hearing loss.
- Identifying risk factors for hearing loss and preventative influences within the scope of practice.
- Discussing auditory processing and auditory processing disorders, their basic assessment, interpretation of test results, and remediation strategies.

Learning Activities: The learning activities to deliver course content and achieve course objectives include but are not limited to the assigned readings (textbook, PowerPoint lectures, websites), Discussion Boards, Quizzes, Case Studies, and Clinical Observations.

Student Resource Links:

Contact information to keep on hand during the course:

- User Support Services/Help Desk (e.g., technical difficulties, resetting passwords): <http://www.longwood.edu/usersupport> and Graduate and Distance Education <http://www.longwood.edu/usersupport/student-resources/graduate-and-distance-education-student-support/>, helpdesk@longwood.edu, 877-267-7883 or 434-395-4357.
- Respondus LockDown Browser: <https://web.respondus.com/monitor-helpcenter/>
- Digital Education Collaborative (e.g., distance/online student registration): <http://www.longwood.edu/dec>, dec@longwood.edu, 434-395-4332.

General Resources:

- Speech-Language Pathology Prerequisites Online: <http://www.longwood.edu/continuingeducation/for-credit-courses/speech-language-pathology-prerequisites-online/>, slponline@longwood.edu, 434-395-4927.
- Center for Academic Success (e.g., writing & study skills/strategies, time management, and test-taking Strategies): <http://www.longwood.edu/academicsuccess>, 434-395-2050.
- Counseling and Psychological Services, <http://www.longwood.edu/caps/longwoodCAPS@longwood.edu>, 434-395-2409.

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- Accessibility Resources: <http://www.longwood.edu/accessibility>, accessibilityresources@longwood.edu, 434-395-2391.
- Academic and Career Advising (e.g., employer resources, LinkedIn Master Class): <http://www.longwood.edu/career/>, career@longwood.edu, 434-395-2063

University and Class Policies:

Honor Code:

- Students are expected to abide by the Longwood University Honor Code at all times. Suspicion of any violation will be investigated and university policy will be followed. The link for the Honor Code can be found at: <http://www.longwood.edu/studentconduct/honor-code/> Consequences for violation of the Honor Code on any individual assignment may include a grade of zero on the assignment in question, a grade of “F” in the course, and/or referral to the University’s Office of Student Honor and Integrity for a formal hearing <http://www.longwood.edu/studentconduct/disciplinary-process/>
- Students must write their name and Academic Honor Pledge on each assignment before submitting the documents. The following Honor Code Statement is required on Assignment 1 and on the Observation of Hearing Evaluations Via Video assignment: ***“I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code.” Failure to include your name and/or Academic Honor Pledge will result in a 10% grade reduction.***
- Please be advised that future speech-language pathologists and audiologists are bound by the American Speech-Language-Hearing Association (ASHA) Code of Ethics (ASHA is the national accreditation agency). This code of ethics applies to any persons applying for membership to ASHA and should be adhered to by students aspiring to be speech-language pathologists and/or audiologists. The Code of Ethics can be found at: <https://www.asha.org/Code-of-Ethics/>

Accommodations and Accessibility Resources: If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you must register with the [Office of Accesibility Resources](#) (434) 395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential. <http://www.longwood.edu/academicaffairs/syllabus-statements/> (link to actual statement).

Mental Health Resources:

- Stress and anxiety are very typical reactions to college life and many students have experienced significant benefits from participating in counseling. Longwood's [Counseling and Psychological Services \(CAPS\)](#) is available to all students at no cost. Appointments can be scheduled by phone (434) 395-2409, during the hours of 8:15 a.m. -5:00 p.m. Monday-Friday.
- <http://www.longwood.edu/academicaffairs/syllabus-statements/> (link to actual statement).

Reporting of Crimes and Sexual Misconduct: In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood’s commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the [Counseling and Psychological Services \(CAPS\)](#) staff, they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as

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possible. For more information about your options at Longwood: <http://www.longwood.edu/titleix>; <http://www.longwood.edu/academicaffairs/syllabus-statements/> (link to actual statement).

Respect for Religious Diversity: The Instructor will accommodate adjustments to due dates that conflict with a student's religious observation, if informed in writing by the end of the first week of class.

Adding/Dropping a Course (see page 1 for exact date).

Withdrawing from a Course (see page 1 for exact date).

Correspondence:

- **E-mail:** The instructor will try to respond to e-mail questions within 48 hours on weekdays (Monday-Friday). Please note that all e-mail correspondence from the instructor to the student will be sent to the student's Longwood University e-mail address. Therefore, please make sure your Longwood University e-mail address is working, and you are able to access it regularly or you have it forwarded to an account that is monitored regularly. Not having a valid Longwood University e-mail account will not excuse missed information.
- **Discussion Board:** Please post any questions, whose answers will benefit the entire class, in the "I have a question about class material" Q&A forum on Canvas. The instructor will respond within 48 hours on weekdays (Monday - Friday).
- **Assignments:** The instructor will provide feedback on all assignments within a one-week time frame.

Policy on Late Assignments: It is critical that throughout the course you keep up with the readings/assignments/Discussion Board posts. In order to receive full credit, all assignments, quizzes, exams, and Discussion Board posts are due by the dates posted on the syllabus.

- In certain circumstances, work submitted late will incur a 10% penalty of total possible points for each 24 hour period or part thereof, if work is submitted after the due date. If you experience technical difficulties while trying to submit an assignment by the deadline, e-mail the instructor stating the time and the nature of the technical problem. Only then will an assignment be considered for late acceptance without a penalty. However, it still must be submitted by 9:00 AM the next day in order to avoid a late penalty. You may be asked to provide a physician's note, if applicable.
- Sometimes special circumstances arise. If you anticipate that you will have to be late with an assignment, you **must contact the instructor before** the assignment due date to make alternative arrangements with the instructor and avoid late penalties.
- **The requirement of meeting due dates also applies to the three, non-graded items that are due during the first few days of class** (Assurance Statement, Respondus LockDown Practice Quiz, and Participation Quiz. The late submission of one or more of these three items, without permission from the instructor, will result in:
 - **A 15-point deduction** (out of 1000 possible points you can earn for this course), **per item, per day** that any of these items is late.
 - **Additionally, any graded assignment that is due between the due date of the non-graded items and the time you complete it/them will result in:**
 - **The graded assignment(s) not be graded until the non-graded item(s) is/are completed, and**
 - **A 10% penalty on the graded assignment(s), although the graded assignment(s) may have been completed on time.**
- Missed quizzes/exams, with no notification to the instructor from the student, before the due date, may not be completed late and will earn a grade of zero.
- Partial credit for late assignments will be given only if you contacted the instructor in advance.

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- Work handed in after the end of the course cannot be accepted unless prior arrangements have been made for a grade of “Incomplete.” Please contact the instructor immediately if an emergency situation arises.
- Please see pp. 7 and 8 of this syllabus for further details on receiving credit for Discussion Board posts.
- **Dealing with Technical Problems:** If technical problems (the server is down, computer or power failure, etc.) prevent you from completing the quiz/exam by the designated time, completing a Discussion Board post, or submitting an assignment, first of all, don’t panic. In the event of any technical problem, **you must complete the steps below:**
 - **E-mail the instructor immediately stating the time and nature of the problem.**
 - **You must also contact the [Help Desk: 877-267-7883](tel:877-267-7883); E-Mail: helpdesk@longwood.edu for assistance with technical problems.**
- **Technical Problems during a Quiz/Exam:** If you have computer problems while taking a quiz/exam, follow the instructions described in the paragraph immediately above (e-mail & call instructor, and call the Help Desk). If there is a problem with Respondus LockDown Browser/Respondus Monitor, contact Respondus directly (please see below for information on Respondus).
- **Technical Problems While Submitting a Discussion Board Post/Assignment:** If you experience technical difficulties while trying to submit a Discussion Board post or assignment by the deadline, **you must** follow the instructions above (e-mail & call instructor and call the Help Desk); only by following the steps above will an assignment be accepted late without a penalty. However, the assignment must still be submitted by 9:00 AM ET the next day, in order to avoid a late penalty.

Respondus LockDown Browser and Respondus Monitor (RLDB+RM)

- RLDB+RM is an online proctoring and cheating deterrent software, helping to ensure academic integrity. RLDB+RM requires the use of a computer, webcam and microphone, and stable internet connection.
- Quizzes and exams will be administered online, through Canvas, proctored by the University’s “honor” software, Respondus LockDown Browser and Respondus Monitor (**laptop, web cam, and microphone are needed**). **Instructions for downloading the Respondus LockDown Browser are detailed on the course website, under “Modules,” under “Start Here: Introduction to the Course and “To-Do” List for the First Two Days of Class.”**
- Quizzes and exams are “closed book” and “closed notes.” While you are taking a quiz, you may not access any electronic device, notes, PowerPoints, etc. Further information on Respondus LockDown Browser is posted on Canvas under “Start Here.”
- RLDB+RM has integrated algorithms that detect:
 - Search-engine use so do not attempt to look up answers.
 - Secondary-device searches, i.e., looking up questions on your cell phone or other device.
 - Right clicks.
 - Click and drag actions.
- While taking a quiz/exam with RLDB+RM, students are expected to comport themselves as they would in any proctored quiz/exam.
- **Detection of any infraction actions may result in a grade of zero for that assessment and a possible referral to the University’s Office of Student Honor and Integrity for a formal review.**
- Before taking each quiz, RLDB+RM requires an authentication process consisting of three steps. **You must complete these three steps before completing each of the online assessments. (Failure to complete any of these three steps will result in a grade of zero for that assessment):**
 - Taking your picture.
 - Taking a picture your valid ID.

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- Completing a 360- degree room scan. RLDB+RM will record you via your webcam (including audio, as well as record all movement on your screen).
- The RLDB+RM Privacy Policy is available at <https://web.respondus.com>, “Privacy.”
- When taking a quiz or exam with RLDB+RM , please note and follow the procedure below:
 - RLDB+RM is not a live-person proctoring-service; you do not need to schedule an appointment with RLDB+RM in advance.
 - Ensure you are in a location where you won't be interrupted.
 - **Turn off all mobile devices, phones, etc. and remove them from your desktop/immediate environment. You should not be answering/looking at your phone while taking a quiz/exam.**
 - If you use dual monitors, you **must** to disconnect one of them.
 - **Clear your desk of all external materials** — books, papers, scratch paper, calculators, other computers, cell phones, or other devices. **Having any of these items (another computer, cell phone or other device, etc.) on your desktop while completing an assessment will result in a grade of zero for that assessment.**
 - You must remain at your desk or workstation for the duration of the test.
 - You/your face must remain in view of your webcam for the entire duration of any assessment.
 - When you are ready to take your exam, log into Canvas, go to your Course, and click on your exam.
 - Make sure your webcam is plugged in or enabled before clicking "Take the Exam."
 - When you click on “Take your Exam,” you will start the authentication process before you begin your exam.
 - Know that you will be recorded during the assessment and the recordings are reviewed by the instructor.
 - Remember that you are not allowed to use any resources.
 - RLDB+RM will prevent you from accessing other websites or applications.
 - You will be unable to exit the test until all questions are completed and submitted.

Attendance: This course is bound by Longwood University’s Class Attendance Policy:
<http://www.longwood.edu/registrar/policies--regulations/#attendance>

Assurance Statement: All students are required to review the Honor Code, Code of Ethics, and Online policies; and signing an Assurance Statement attesting to this fact and assuring they are keeping their anti-virus software up-to-date. This Assurance Statement is posted in the course documents section in Canvas. whether you have submitted an Assurance Statement for another course. **You must complete the Assurance Statement during the first two days of class via Canvas.**

Participation Quiz: All students are required to take a 4-question quiz regarding course participation policies. whether you have taken the Participation Quiz before or have taken this quiz for another course. **You must complete the Participation Quiz during the first two days of class via Canvas.**

Respondus LockDown Practice Quiz: All students are required to take this practice quiz whether you have used Respondus LockDown before or have taken a practice quiz for another course. **You must complete the Participation Quiz during the first two days of class via Canvas.**

Anti-virus Software: Students must maintain current system software and virus definition updates. User Support Services (877-267-7883) can assist in this matter. Please see:
<http://www.longwood.edu/dec/distanceonline>
<http://www.longwood.edu/dec/distanceonline-education/student-resources/education/student-resources/>

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Special Notice for Longwood On-campus Students: Please note that any on-campus, Longwood University student who is enrolled in an SLP-Online class must submit to the instructor an e-mail verification from the student's academic advisor granting permission to take the online class as an on-campus student.

Preparing for the Course:

- If you have not already done so, please order your eTextbook.
- Ensure that you have access to and have obtained the **Required Resources** listed on page 1 of this syllabus.
- Review: Student Responsibilities: <http://www.longwood.edu/studentaccounts/student-responsibilities/>
- **Be sure to read through the course syllabus. It is recommended that you print a copy of the syllabus and mark your calendar with all due dates.**

Course Requirements: Information regarding each assignment (assignment description, rubrics, point values, supplemental documents, etc.) can be found within the assignment on Canvas.

Introduction Activities (10 points total):

- Self-Introduction Discussion Board (10 Points).
- Assurance Statement (0 Points).
- Complete RLDB+RM Practice Quiz (0 points).
- Complete Participation Quiz (0 points).

Course Learning Modules: The course consists of 17 Learning Modules. There may be one or more Learning Modules assigned per week. The course materials are arranged by "Weeks". For the purposes of the Learning Modules, the "Week" begins on a Wednesday and ends on a Tuesday. Learning Modules consist of all or some of the components below:

- Learning outcomes.
- Textbook and/or other readings.
- Specific websites.
- Assignments.
- Study Guide(s). Note: Not all Modules have Study Guides.
- Canvas Discussion Board posts by the students (sometimes by the instructor).
- Journal Entries: Student self-assessment of learning. This is recommended but optional and not graded. Only the author of the Journal and the instructor can access what you write in the Journal.
- A quiz.

Course Work Routine: The following work routine should be adopted:

- **Days 1, 2, and 3 (Wed, Thu, and Fri):** Study the PowerPoint presentation(s), then any other items posted under Course Documents for that week's Module(s), followed by completing the Study Guide (if one is posted), and finally, read the assigned portions of the textbook.
- No later than **Day 4 (Sat)** of each week – Complete your initial Discussion Board post.
- No later than **Day 7 (Tue)** – Complete at least one response to classmates' Discussion Board posts.
- **Day 7 (Tue)** – Quizzes are posted on Tuesdays at 12:01 AM. They are due on Wednesdays by 11:59 PM. You have all of Tuesday and all of Wednesday to complete the quizzes.
 - Tuesdays are a good to complete your weekly Journal, as part of your routine of studying for the quizzes.
- Make a note of due dates for assignments as there are penalties for late submissions or you may forfeit opportunities to earn points.

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Discussion Boards (135 points total): The purpose of the Discussion Board is to provide an opportunity for you to apply the concepts presented in an interactive discussion. Discussion forums will be posted on a variety of topics throughout the semester. Students are expected to actively participate in class discussions by posting:

- Due on Saturdays: An initial, thoughtful response to a topic related to each week's Learning Module(s).
- You are expected to read all of your classmates' posts. Think of the Discussion Boards as an activity that would be carried out in class, in a face-to-face course.
- Due on Tuesdays: At least one follow-up post to responses posted by classmates.
- **For each Course Week, posts submitted after Tuesday will not earn any credit at all.**
- On weeks when the instructor posts Answer Keys, **Weeks 5, 7, 12 and 13:**
 - **Answer Keys will be posted at 2:00 PM on Sundays.**
 - **Your first post must be completed BEFORE the answer key is posted. If your first post is completed after the Answer Key is posted, you will not receive any credit for any Discussion Board post for that week.**
 - **Your second post must include both:**
 - **A detailed analysis/detailed comparison of the contents of your first post with those from the Answer Key, as well as,**
 - **A response to a classmate's post.**
 - **If your second post does not include a detailed analysis/detailed comparison between your responses and the Answer Key, you will not receive credit for the second post.**
- Please review the Longwood policies for discussion forums. Student posts will be graded based on completing the assigned number of posts and on the quality of those posts. Online participation will be monitored throughout the course. There is a Discussion Board Grading Rubric posted on Canvas under "Start Here."
- Ideally, each student completes the readings and study guides between Wednesday and Saturday of each Course Week. We then spend a few days responding to Discussion Board posts. Credit for Discussion Board participation is earned by completing the required posts during the appropriate Course Week. Grade reductions are applied for late posts.
- **Important: Please note that Canvas will not show you the due dates for the majority of the Discussion Boards. This is a technical issue beyond our control: Because all but the first and the last Discussion Board assignments have two due dates (the first post and the second post which are usually due on Saturdays and Tuesdays, the Canvas system does not allow for showing two due dates for the same assignment. Please be sure to mark all Discussion Board due dates on your personal calendar.**

Quizzes and Exams (725 points total):

- 6 Quizzes (120 points)
- Midterm Exam (250 points).
- Final Exam (375 points).
- Are administered through Canvas.
- **Must be completed by the due dates/times specified in this syllabus.**
- Will be available at a time other than that specified on the syllabus **only** in extreme circumstances and **only** by prior arrangement with the instructor.
- Quizzes are posted on Tuesdays at 12:01 AM. They are due on Wednesdays by 11:59 PM.
- Quizzes generally require about 15 minutes to complete and they cover the Learning Modules for that week; they cover all the material discussed since the previous quiz.
- Quizzes must be completed within one session, i.e., you have only one attempt, and they must be completed within 30 minutes of starting it. Once you start or open a quiz or exam, the timer starts to run and you **MUST** finish the entire quiz or exam within the allotted time.

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- **The Midterm and Final Exams are available three to four days before the due date** and they must be completed within three hours of starting them.
- The Midterm covers all the material discussed up to that point; the Final Exam, is comprehensive, i.e., it covers **all** course material.
- Feedback on student performance on quizzes and exams is immediate, directly from Canvas. Also, the instructor will review all completed quizzes and exams.

Assignments (110 points total): There are two Assignments - **Hearing Loss Experience** (40 points) and **Observation of Hearing Evaluations via Video** (70 points): Both Assignments must be completed individually and independently. Students are not permitted to work together on these assignments. Specific instructions on how to complete and submit each assignment are posted on Canvas.

A Note on Study Guides and Journal Entries:

- Study Guides do not need to be submitted for grading. However, there is a Discussion Board called “Study Guides,” where students are welcome and encouraged to share each other’s Study Guides. Not all Modules have Study Guides.
- Journal Entries reflecting on what you have learned each week are not mandatory and are not graded.

Summary of Course Requirements and Due Dates

Requirement (All due by 11:59 PM ET)	Point Value	Due Date
Self-Introduction	10	January 11
Assurance Statement	-	January 11
Respondus Lockdown Browser Practice Quiz	-	January 11
Participation Quiz	-	January 11
Study Guides	-	Not graded; they are for your benefit
Journal Entries	-	Not graded; they are for your benefit
Discussion Week 1 – The Profession of Audiology/ Auditory Anatomy & Physiology	15	First Post – January 14 Second Post – January 17
Quiz 1 – Covers Modules 1, 2.2, & 2.2	20	January 18
Discussion Week 2 – The Physics of Sound	15	First Post – January 21 Second Post – January 24
Quiz 2 – Covers Modules 3.1, 3.2, & 4	20	February 1
Discussion Week 5 – Case Study (Part I)	15	First Post – February 11 (Answer Key will be posted on February 12) Second Post – February 14
Quiz 3 – Covers Modules 5.1, 5.2, & 5.3	20	February 15
Discussion Week 7 – Case Study (Part II)	15	First Post – February 25 (Answer Key will be posted on February 26) Second Post – February 28

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Requirement (All due by 11:59 PM ET)	Point Value	Due Date
Quiz 4 – Covers Modules 6, 7, & 8	20	March 1
Discussion Week 8 – Case Study (Part III)	15	First Post – March 4 Second Post – March 7
Assignment 1: Hearing Loss Experience	40	March 12
Midterm Exam – Covers Modules 1 - 9	250	March 14 (Becomes available on March 10, 6:00 AM)
Discussion Week 11 – Prevention of Hearing Loss and Its Consequences	15	First Post – March 25 Second Post – March 28
Quiz 5 – Covers Modules 10, 11.2, & 11.2	20	March 29
Discussion Week 12 – Outer Ear and Middle Ear Auditory Disorders	15	First Post – April 1 (Answer Key will be posted on April 2) Second Post – April 4
Discussion Week 13 – Inner Ear/Central Auditory Disorders	15	First Post – April 8 (Answer Key will be posted on April 9) Second Post – April 11
Quiz 6 – Covers Modules 12, 13, 14, & 15	20	April 19
Discussion Week 15 – Auditory (Re)Habilitation and What have you learned from this course?	15	First Post – April 22 Second Post – April 25
Assignment 2: Observation of Hearing Evaluations Via Video	70	April 23
Final Exam	375	May 2 (Becomes available on April 28, 6:00 AM)
Total	1000	

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Grading Scale:

Grades are earned, not gifts. The instructor does not give grades; rather the student earns the grade through organization, diligence, planning, and execution. Students are expected to assume individual responsibility for the quality, presentation, and timeliness of their own work.

- Grades are assigned based on how the student’s overall performance aligns with the established rubrics. Therefore, it is imperative that students review the grading rubrics before submitting assignments.
- Individual requests for extra credit will not be honored.
- Student requests to “round up” their final grade will not be honored.
- The grading scale below reflects the grade that will be earned based on the percentage of total points earned from a total of 1000 possible points.

		B+	88-89.99%	C+	78-79.99%	D+	68-69.99%	F	0-59.99%
A	94-100%	B	83-87.99%	C	73-77.99%	D	63-67.99%		
A-	90-93.99%	B-	80-82.99%	C-	70-72.99%	D-	60-62.99%		

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Tentative Course Schedule: Please be advised this course schedule may change at the discretion of the instructor. Students will be notified of any adjustments.

Weeks/Modules	Assignments
Start Here and Introduction Activities 1/11	-Review Course Syllabus -Read textbook pp. v-xiv: Contents, Preface and About the Authors -Complete all Introduction Activities
Week 1 - Modules 1, 2-1 & 2-2 1/11 – 1/17	- PowerPoint Presentations (posted on course site): “The Profession of Audiology” “Review of Auditory Anatomy & Physiology” “Introduction to Audiograms” -Chapter 1: Entire chapter -Chapter 15: pp. 429-434 -Chapter 3: pp. 58-60 -Chapter 8: (Outer Ear) pp. 224-230 -Chapter 9: (Middle Ear) pp. 245-251 -Chapter 10: (Inner Ear) pp. 279-288 -Chapter 11: (Central) pp. 322-325 http://health.howstuffworks.com/hearing.htm http://lab.rockefeller.edu/hudspeth/cochlear_movie_popup Explore on your own – Hearing Loss Simulations: http://www.hear2learn.org/CICSsim/index.html (needs Flash or may need to use Internet Explorer to open this link) -Study Guides -Discussion Board -Journal -Quiz 1
Week 2 – Modules 3-1 & 3-2 1/18 – 1/24	- PowerPoint Presentations (posted on course site): “Hearing Science: Acoustics” “Hearing Science: The Decibel” -Chapter 2: pp. 17-37 -Chapter 2: p. 23: Video from eTextbook on Sound Waveforms -Chapter 4: p. 124-125 -What is Sound? http://www.fearofphysics.com/Sound/dist.html and http://www.howstuffworks.com/sound-info1.htm -What is a decibel? http://science.howstuffworks.com/question124.htm -Study Guides -Discussion Board -Journal

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<p>Week 3 – Module 4 1/25 – 1/31</p>	<p>-PowerPoint Presentation (posted on course site): “Psychoacoustics”</p> <p>-Chapter 2: pp. 37-40 -Chapter 2: p. 52 – Summary -Chapter 2: p. 53 – Tables 2.2 and 2.3 -Chapter 2: pp. 54-55 – FAQ’s 2, 3, 4, 7, 9, 11 and 12</p> <p>-For review: http://www.audstudent.com This site has many useful tutorials.</p> <p>-Study Guide -Journal -Quiz 2</p>
<p>Weeks 4 and 5 – Modules 5-1, 5-2 & 5-3</p> <p>Week 4 - 2/1 – 2/7</p> <p>Week 5 - 2/8 – 2/14</p>	<p>-PowerPoint Presentations (posted on course site): “Behavioral Assessments: General Information, Case History, and Otoscopy” “Behavioral Assessments: Pure-tone Testing and Audiograms” “Behavioral Assessments: Degrees, Types, and Configurations of Hearing Loss”</p> <p>-Chapter 15: pp. 426-429 -Chapter 3: pp. 56-63 -Chapter 3: p. 63 – Check Your Understanding -Chapter 3: pp. 92-96 (Case histories for the four Evolving Case Studies) -Chapter 3: pp. 97-100 – Table 3.1, Table 3.4 and Table 3.5 and FAQ’s (no need to read Table 3.2 on p. 97) -Chapter 3: p. 92 Check Your Understanding and Activities 3.1, 3.2, 3.3, 3.5 and 3.6 -Chapter 2: pp. 40-44 (Sound Measurement) Chapter 3: pp. 66-97 (Pure-tone Audiometry) and Videos on pp. 71, 74, & 83 -Chapter 4: pp. 122-125 -Chapter 8: Section on Otoscopy and Video Otoscopy, pp. 224-230 -Chapter 8: p. 230: Two videos from eTextbook on Otoscopy & - Video Otoscopy -Different audiograms with superimposed speech sounds, posted on course site -Otoscopy: http://www.meddean.luc.edu/lumen/MedEd/medicine/pulmonar/pd/pstep18.htm -Hearing Handicap Inventory: https://www.sfotomed.com/webdocuments/questionnaire-hearing-handicap.pdf - Pure-tone Testing: http://www.emedicine.com/ent/topic311.htm -Three videos from eTextbook: p. 71 (Patient Response), p. 74 (AC Placement), and p. 83 (BC Placement) Continued on next page...</p>

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	<p>Continued...</p> <p>-For review: http://www.audstudent.com: Go to “Additional Resources,” then scroll down to “Archived Resources,” and click on “Read More.” Review “Part I-Foundations” & “Part II-Recognizing Types of Loss”</p> <p>-Discussion Board (week 5)</p> <p>-Study Guides</p> <p>-Journals (at the end of weeks 4 and 5)</p> <p>-Quiz 3 (at the end of week 5)</p>
<p>Week 6– Modules 6-7 2/15 – 2/21</p>	<p>- PowerPoint Presentations (posted on course site): “Behavioral Assessments: Masking” “Behavioral Assessments: Speech Testing”</p> <p>-Chapter 2: p.40 (Masking) -Chapter 3: P. 92 (Cross Hearing) -Chapter 5: pp. 133-139, pp. 143-155, pp.156-157 (Evolving Case Studies), p. 157 (Summary), and 158 (Table 5.1) -Chapter 4: Entire chapter, including two videos, Evolving Case Studies, Check Your Understanding, and Activity 4.1</p> <p>-Journal</p>
<p>Week 7 – Module 8 2/22 – 2/28</p>	<p>-PowerPoint Presentation (posted on course site): “Objective Assessments: Impedance Audiometry (Tympanometry and Acoustic Stapedial Reflexes)”</p> <p>-Readings posted on course site: -Impedance Audiometry article by K. Campbell and G. Mullin, adapted from: http://emedicine.medscape.com/article/836182-overview and -J. Hall & G. Muller, <u>Audiologists’ Desk Reference</u>, pp. 190-191 (Tympanometry-Step-by-Step) and p. 197 (Tympanometry Technical Tip[s]). -For review and practice: -http://www.audstudent.com Go to “Additional Resources,” then scroll down to “Archived Resources,” and click on “Read More.” Then scroll down to Immittance/Impedance Testing Tutorials, and go to “Tympanometry Tutorial I-Questions 10-16, as well as Tympanometry Tutorial II.”</p> <p>-Discussion Board -Study Guide -Journal -Quiz 4</p>

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<p>Week 8 – Module 9 3/1 – 3/7</p>	<p>-PowerPoint Presentation (posted on course site): “Objective Assessments: Otoacoustic Emission (OAE) and Auditory Brainstem Response (ABR) Tests”</p> <p>-Chapter 6 pp. 177-194 -Otoacoustic Emissions: http://emedicine.medscape.com/article/835943-overview -Auditory Evoked Potentials: http://emedicine.medscape.com/article/836277-overview -ASSR article by Douglas L. Beck, David Speidel, and Jill Gordon Craig, posted on course site. For review: p. 34 of https://mediasrc.bcm.edu/documents/2013/ec/otolaryngology-core-curriculum.pdf</p> <p>-Discussion Board -Study Guide -Journal</p> <p>Note: The midterm exam will cover all material up to this point.</p>
<p>“Week” 9 – A few days to study for the Midterm Exam and work on Assignment 3 3/8 – 3/14</p>	<p>The midterm exam will be available on Friday, March 10 at 6:00 AM and is due Tuesday, March 14 at 11:59 PM.</p> <p>The midterm exam covers all course material discussed in Modules 1 - 9</p> <p>-Journal -Assignment 1 due this week</p>
<p>Week 10 – Module 10 3/15 – 3/21</p>	<p>-PowerPoint presentation (posted on course site): “Pediatric Audiology”</p> <p>-Chapter 7: Entire chapter.</p> <p>-http://www.babyhearing.org/ (Explore links to “First Steps” and “Next Steps,” which presents information for parents) -https://assets.boystown.org/hosp_peds_docs/HowIsHearingTested.pdf</p> <p>-Study Guide -Journal</p>

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<p>Week 11 – Module 11 3/22 – 3/28</p>	<ul style="list-style-type: none">- PowerPoint Presentations (posted on course site): “Risk Factors Associated with Hearing Loss; Prevention of Hearing Disorders” “Hearing Screenings” -Chapter 7: Re-read pp. 215-221-Podcast on “Protecting the Hearing of the Young” by Dr. J. Battey, Jr.: https://www.thehealthcarepolicypodcast.com/2017/01/upcoming-podcast-the-nihs-its-a-noisy-planet-education-program-january-6th-2017.html-“60/60” Hearing Loss Prevention Rule” https://www.chicagotribune.com/lifestyles/health/sc-one-simple-thing-volume-earbuds-health-1104-20151026-story.html-Hearing Screening Procedures (Word file-posted on course site)-How do I Know if a Child or an Adult has a Hearing Loss? (posted on course site) -Discussion Board-Study Guide-Journal-Quiz 5
<p>Week 12 – Modules 12-13 3/29 – 4/4</p>	<ul style="list-style-type: none">-PowerPoint Presentations: (posted on course site): “Auditory Disorders: General Notes and Outer Ear Disorders” “Auditory Disorders: Middle Ear Disorders” -Chapter 8: (Outer Ear) pp. 230-244-Evolving Case Study 1, pp. 92, 242 & 418- Check Your Understanding, and Activities 8.1 & 8.3 -Chapter 9: (Middle Ear) pp. 252-278-Evolving Case Study 2, pp. 93,275 & 419 -Outer ear: pp. 67-70 and; middle ear: pp. 70-76 of: https://media.bcm.edu/documents/2013/ec/otolaryngology-core-curriculum.pdf-Explore “Ear Pressure” http://www.merckmanuals.com/professional/SearchResults?query=outer+ear+disorders-Explore “Myringotomy” & “Ear Tubes Video” https://www.merckmanuals.com/home/ear,-nose,-and-throat-disorders/middle-ear-disorders/otitis-media-acute#v26621858 -Discussion Board-Journal

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Week 13 – Module 14

4/5 – 4/11

-PowerPoint Presentation (posted on course site):

“Auditory Disorders: Inner-Ear & Central Auditory System Disorders and The Balance System and Vestibular Disorders”

-Chapter 10: (Inner Ear) pp. 290-321
-Evolving Case Study 3, pp. 93, 318, and 420
-Evolving Case Study 4, pp. 94, 349 & 421
Check Your Understanding p. 317
Chapter13: (Tinnitus) pp. 378-386

Balance System & Vestibular Disorders:

-Chapter 10: pp. 281-282
-Chapter 13: pp. 372-up to Clinic Commentary on p. 378

-Explore: <https://www.merckmanuals.com/home/ear-nose-and-throat-disorders/inner-ear-disorders/overview-of-the-inner-ear#v42282600>

-pp. 77-83 of:

<https://mediasrc.bcm.edu/documents/2013/ec/otolaryngology-core-curriculum.pdf>

-Tinnitus: <http://www.ata.org>

-Auditory Neuropathy Spectrum Disorder:

<http://emedicine.medscape.com/article/836769-overview> and
<https://www.babyhearing.org/professional-resources/Documents/PediatricAuditoryNeuropathyFactSheet.pdf>

-Balance Disorders:

<https://www.mayoclinic.org/diseases-conditions/balance-problems/symptoms-causes/syc-20350474>

Also, scroll down to “Diagnosis and Treatment”

<https://www.asha.org/Practice-Portal/Clinical-Topics/Superior-Canal-Dehiscence/>

-Discussion Board

-Journal

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<p>Week 14 – Module 15 4/12 – 4/18</p>	<p>-PowerPoint Presentation (posted on course site): -“Auditory Disorders: Central Auditory Processing”</p> <p>-Chapter 11: Entire chapter -Chapter 15: pp.460-463 https://www.asha.org/public/hearing/understanding-auditory-processing-disorders-in-children/ http://kidshealth.org/parent/medical/ears/central_auditory.html http://www.howsyourhearing.org/auditoryprocessingdisorders.html</p> <p>-Journal -Quiz 6</p>
<p>Week 15 – Module 16 4/19 – 4/25</p>	<p>-PowerPoint Presentations (posted on course site): - “Audiologic Intervention” (Parts 1 and 2) - “Cochlear Implants” - “Remote Microphones”</p> <p>-Chapter 14: pp. 395-424 -Chapter 15: pp. 434-442 and 463-470</p> <p>-Hearing Aids: https://www.asha.org/practice-portal/professional-issues/hearing-aids-for-adults/ https://www.asha.org/public/hearing/hearing-aids-for-children/</p> <p>-Hearing Aids, Cochlear Implants & FM Systems for Children: https://www.babyhearing.org/professional-resources/Documents/AmplificationImplantTechnology.pdf</p> <p>-Aural (Re)-habilitation: https://www.asha.org/practice-portal/professional-issues/aural-rehabilitation-for-adults/ https://www.asha.org/uploadedFiles/AIS-Aural-Audiologic-Habilitation-Children.pdf</p> <p>-Study Guide -Journal -Assignment 2 due this week</p>
<p>Final Exam</p>	<p>A few days to review for and take the final exam. The final exam will be available on Friday, April 28, at 6:00 AM and is due Saturday, May 2, at 11:59 PM.</p> <p>The final exam is comprehensive, covering all course material.</p>