

University of Florida
College of Public Health & Health Professions Syllabus
SPA 6311 Medical Audiology
 Spring Semester 2025
 Delivery Format: On-Campus

Class Meeting: Thursdays, 12:50 to 3:50pm
 Location: HPNP-G111

Instructor Name: José N. Reyes III, AuD, MPH, CCC-A
 Office Number: HPNP 2127
 Phone Number: 352-273-6161
 Email Address: jose.reyes@ufl.edu
 Office Hours:

- Mondays from 1pm to 3 pm (in person only)
- Wednesdays from 10am to 12pm (via Zoom only)

Preferred Course Communications: **Email via Canvas**

Course Overview

This course explores the role of audiologist in medical contexts and the most common disorders encountered there. Practical information about etiology, audiometric findings of these disorders, as well as appropriate referral and management will be discussed. The class also explores the collaboration between audiologists and medical professionals.

Relation to Program Outcomes

The content of this course is designed to help you meet the following ASHA CCC-A Standard IV: The applicant must pass the national examination adopted by ASHA for purposes of certification in audiology. Knowledge and Skills Outcomes and will be assessed in this course through the assignments and exams.

Governing Body	Standard	Test
ASHA	<p>Standard II-A:</p> <p>A1. Genetics, embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology of hearing and balance over the life span</p> <p>A2. Effects of pathogens, and pharmacologic and teratogenic agents, on the auditory and vestibular systems</p> <p>A3. Language and speech characteristics and their development for individuals with normal and impaired hearing across the life span</p> <p>A4. Principles, methods, and applications of acoustics, psychoacoustics, and speech perception, with a focus on how each is impacted by hearing impairment throughout the life span</p>	Exams and Quizzes*, Presentation†, Readings, Resource Portfolio†

	<p>A6. Standard safety precautions and cleaning/disinfection of equipment in accordance with facility-specific policies and manufacturers' instructions to control for infectious/contagious diseases</p> <p>A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management</p> <p>A18. The role, scope of practice, and responsibilities of audiologists and other related professionals</p> <p>Standard II-B:</p> <p>B2. Establishing relationships with professionals and community groups to promote hearing wellness for all individuals across the life span</p> <p>Standard II-C:</p> <p>C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors</p> <p>C2. Obtaining a case history and client/patient narrative</p> <p>C3. Obtaining client/patient-reported and/or caregiver-reported measures to assess function</p> <p>C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system</p> <p>C5. Providing assessments of tinnitus severity and its impact of patient's activities of daily living and quality of life</p> <p>C6. Providing assessment of tolerance problems to determine the presence of hyperacusis</p> <p>C7. Selecting, performing, and interpreting a complete immittance test battery based on patient need and other findings; tests to be considered include single probe tone tympanometry or multifrequency and multicomponent protocols, ipsilateral and contralateral acoustic reflex threshold measurements, acoustic reflex decay measurements, and Eustachian tube function</p> <p>C8. Selecting, performing, and interpreting developmentally appropriate behavioral pure-tone air and bone tests, including extended frequency range when indicated</p> <p>C9. Selecting, performing, and interpreting developmentally appropriate behavioral speech audiometry procedures to determine speech awareness threshold (SAT), speech recognition threshold (SRT), and word recognition scores (WRSs); obtaining a performance intensity function with standardized speech materials, when indicated</p> <p>C10. Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used</p> <p>C11. Selecting, performing, and interpreting physiologic and electrophysiologic test procedures, including electrocochleography, auditory brainstem response with frequency-specific air and bone conduction threshold testing, and click stimuli for neural diagnostic purposes</p> <p>C12. Selecting, performing, and interpreting otoacoustic emissions testing</p> <p>C13. Selecting, performing, and interpreting tests for nonorganic hearing loss</p> <p>C14. Selecting, performing, and interpreting vestibular testing, including electronystagmography (ENG)/videonystagmography (VNG), ocular vestibular-</p>	
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	evoked myogenic potential (oVEMP), and cervical vestibular evoked myogenic potential (cVEMP)	
CAA	<p>3.1.1A</p> <ul style="list-style-type: none"> • Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice). • Demonstrate an understanding of the effects of their actions and make appropriate changes as needed. • Explain the health care and education landscapes and how to facilitate access to services in both sectors. • Demonstrate knowledge of one’s own role and those of other professions to appropriately assess and address the needs of the individuals and populations served. • Demonstrate knowledge of the roles and importance of interdisciplinary/ interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources. <p>3.1.2A</p> <ul style="list-style-type: none"> • Effects and role of genetics in auditory function, diagnosis, and management of hearing loss; • Effects and role of genetics in vestibular function, diagnosis, and management of vestibular disorders; • Effects of chemicals and other noxious elements on auditory and vestibular function; • Effects of pathophysiology on the auditory, vestibular, and related body systems; • Medical and surgical interventions that may be used to treat the results of pathophysiology in these systems; • Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders; • Effects of hearing loss on the speech and language characteristics of individuals across the life span and the continuum of care; 	Exams and Quizzes*, Presentation†, Readings, Resource Portfolio†

* Summative Assessment † Formative Assessment

Instructional Methods

This is an on-campus, in-person course. Students will be exposed to, and learn from, various methods including lectures, readings, course assignments, quizzes, student presentations and exams. Students will need reliable internet access and will find resources for this course via Canvas.

Required Textbook, Course Materials, and Technology

Recommended:

Musiek, F., Shinn, J., Baran, J., & Jones, R. (2021). *Disorders of the Auditory System*. San Diego, CA: Plural Publishing. ISBN 13: 978-1-63550-216-9

Other required readings will be articles listed for the class and will be accessible online via Canvas.

For technical support for this class, please contact the UF Help Desk at:

- learning-support@ufl.edu

- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Course Objectives

Students completing this course will:

1. Conduct a focused case history with the goal of correctly identifying and/or clarifying the patient's otologic problem and/or identify from a provided case history relevant details and missing information.
2. Identify the areas of audiologic practice most subject to error, the audiologic errors of gravest importance, and practices which should be undertaken to prevent these errors.
3. Compare the prevalence of hearing disorders in children versus adults and detail the complications of hearing disorders for each population.
4. Identify the potential signs and symptoms that a person would experience based on a stated lesion or disorder of the hearing mechanism.
5. Differentially diagnose disease-related causes of hearing impairment based on signs and symptoms reported in a case history.
6. Demonstrate how an audiologist can assess genetic factors that may play a role in hearing loss, while taking a case history.
7. Differentially diagnose drug-related causes of hearing impairment based on signs and symptoms reported in a case history.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

This schedule is tentative and may change based on the instructor's discretion. Students will be informed as early as possible should any adjustments be necessary.

Week	Date	Topic	Assigned Readings (due date)	Assignments and Assessments (due date)
Week 1	16-Jan	- Course Overview: Syllabus and Course Assignments - Review Anatomy and Physiology	Review Anatomy Chapter 2 (Musiek)	Register for G. Paul Moore Symposium Select Topic for Presentation
Week 2	23-Jan	- Review Anatomy and Physiology (Cont.) - Hereditary and Congenital Hearing Loss	Review Anatomy Chapter 2 (Musiek) Chapter 9 (Musiek)	QUIZ 1: Hereditary and Congenital Hearing Loss
Week 3	30-Jan	- Medical Terminology - Audiologic, Vestibular, and Radiologic Procedures	Chapter 3 (Musiek) Canvas Readings	
Week 4	6-Feb	Attend G. Paul Moore Symposium in lieu of class	No Class. Symposium is on the 6th AND 7th of Feb	Presentation outline and references due

Week 5	13-Feb	Outer Ear Disorders	Chapter 4 (Musiek) Pages 115-122	QUIZ 2: Outer Ear Disorders Summary of symposium
Week 6	20-Feb	- Ear Canal Examination and Cerumen Management - Case Analysis	Readings in Canvas Module	
Week 7	27-Feb	Middle Ear Disorders	Chapter 4 (Musiek) Pages 122-179	QUIZ 3: Middle Ear Disorders
Week 8	6-Mar	- Inner Ear Disorders - Review for Exam	Chapter 5 (Musiek)	QUIZ 4: Inner Ear Disorders 1st Draft of Presentation Due
Week 9	13-Mar	MIDTERM EXAM		Midterm Exam
	14-Mar	CHOP Pediatric Audiology Conference		Not Mandatory but Highly Recommended
Week 10	20-Mar	SPRING BREAK [3/15-22 2025]		
Week 11	27-Mar	- Review Exam - Auditory Nerve, Ototoxicity, TMJ - 5 Student Presentations	Chapter 6 Musiek	All Presentation Slides Due (regardless of presentation date)
Week 12	3-Apr	- Adult and Pediatric Vestibular Disorders - 5 Student Presentations	See Canvas for Readings	
Week 13	10-Apr	- Central Vestibular Disorders - Auditory Hallucinations	Chapters 7 and 8 (Musiek)	** Post Review Questions to Canvas Due by 4/15 5pm
	14th & 15th- Apr	PHP Days 2025		2 days dedicated to showcasing research and accomplishment in the PPHP!
Week 14	17-Apr	Review for final exam		Portfolio is Due by 11:59
Week 15	24-Apr	NO-CLASS: Reading Days		
Week 16*	2-May	Final Exam: 12:30-2:30 pm		

Course Assignments

The assignments for this course are listed below. All assignments should be submitted through the specific assignment page in Canvas for that activity by the specified due date. Additional details and grading rubrics are available on the course Canvas site for each assignment. Late assignments will be accepted with a penalty of 10% grade reduction each day, up to three days post-due date. Any submission after three days will not be accepted, and the grade will convert to “0”. In general, no make-up work is allowed; however, individual circumstances will be considered if a UF policy for an excused absence is met.

Hearing Disorders Project and Presentation (50 points, 20% of grade):

At the beginning of the semester, each student will select one hearing disorder on which to complete a research/literature review. The student will research the disorder and present the information in a presentation format (see course calendar for dates). A 1st draft of the presentation will be submitted and receive feedback (worth 5 points). A final draft of all PowerPoint presentations will be submitted on the same day (see Schedule/Canvas for details) via Canvas. Students will also create a 1-page study guide for classmates on the selected topic. See Canvas Assignments for more details.

Medical Audiology Resource Portfolio (50 points, 20% of Grade):

As a culminating project, students will create a resource portfolio specific to the topics of this class. This guide will serve as a resource in future clinical practice, studying for your praxis exam, and assist you in studying for the course. Your portfolio should be well organized for ease of reading and studying. Your portfolios should include information on 3-4 pathologies for each of the five categories of hearing loss and balance disorders covered in the course. The topic entries will be prepared in PowerPoint slides that will be submitted via Canvas. See Canvas Assignments for more details.

Team Lead (10% of Grade)

Participating in “Rounds” is a quintessential part of patient care in medical settings. At the beginning of the semester the class will be “introduced” to a simulated patient that will need ongoing care throughout the semester. Each week, a student will take a turn being the lead audiologist in charge of the case. They will meet one on one with the instructor to 1. Obtain the latest information on the patient, 2. Brainstorm current needs for testing, and 3. Brainstorm recommendations for future care. The student will then present the updated information and facilitate discussion and further brainstorming with the whole class. Lastly, the Team Lead will submit a comprehensive report which will be stored in the “Patient Medical Record” in Canvas. This will allow all students to review the patient’s visits and care over time. Guidance with report writing will be provided. Grading is not based on having all the right answers. Instead, it is based on how prepared you are to manage the case, engagement in your rounds facilitation, and the thoroughness and accuracy of your report. See Canvas for further information and a grading rubric.

Quiz and Exam Taking Policy:

Exams (50 points each, 40% of grade) will be given on the indicated date outlined in the schedule. Exams are closed book and will be administered and proctored by the course instructor. The final exam will be cumulative. Unless prior arrangements are made, make-up exams will not be permitted. Only students with excused absences (see [UF Handbook](#)) or who have made prior arrangements will be allowed to make-up the exam.

Quizzes (10 points each, 10% of grade) will be completed via Canvas PRIOR to class for the assigned date (see schedule). As quizzes are designed to facilitate student understanding of key topics, students are to complete the readings and quiz prior to the start of class. Quizzes can be completed open book but must be completed **independently**. Students will have one (1) week to complete the quiz (i.e., end of class until the next start of class one week later). As students have sufficient time to complete the open-book quiz, a missed quiz will not be made-up and will earn a grade of "0" unless students meet the excused absence policy as outlined in the UF Handbook. Course instructor needs to be notified of the missed quiz PRIOR to the start of class.

Exam Review Questions (0% of Grade):

This course will not include study guides for exams. The course syllabus, book, assigned readings, and presentations are a great indicator of what to study. However, there may be areas that are still difficult to understand or that you want to confirm you understand well. A discussion board will be created for students to place questions about topics covered during the course. The instructor will create a review presentation that will address the questions posted on the discussion board. This review occurs during the last class session before an exam. This provides an opportunity to go into greater detail, have new examples, and have things explained in another way.

Academic Requirements and Grading:

Requirement	Date	% of final grade
Hearing Disorders Project	Slides due – 3/27 Presentation – varies	20%
Resource Portfolio	Due: 4/17 (end of day, 11:59 pm)	20%
Quizzes	Varies; see Schedule and/or Canvas	10%

Team Lead Assignment	Varies; Schedule to be set during week 1	10%
Midterm Exam	03/13	20%
Final Exam Cumulative	05/02	20%

UF Audiology Program Grading Scale:

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E
Percentage	93- 100	90- 92.9	87- 89.9	83- 86.9	80- 82.9	77- 79.9	70- 76.9	67- 69.9	63- 66.9	60- 62.9	<60
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0

For detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://gradcatalog.ufl.edu/content.php?catoid=8&navoid=149>

Policy Related to Make up Exams or Other Work

In general make-up exams will not be given. If you have an extenuating circumstance, please contact the instructors in advance when possible or as soon as possible afterwards (within 48 hours) of an emergency to discuss if the absence qualifies for an excused absence and to set make-up dates as needed. You may not be given the same exam as the class for any approved makeup exams.

Policy Related to Required Class Attendance

This is an in-person course. You are expected to show up to class on time and be prepared by completing all readings and assignments in advance. At times, Zoom or other software may be used to provide captioning services for students who need them. You are not permitted to participate in the course remotely even if Zoom is in use for this purpose. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. It is the student's responsibility to inform the instructors of a missed class and to re-schedule make-up activities if offered. Students are still responsible for topics and content covered during the missed class. Physician notes or other documentation will be required to make up exams.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

The UF Audiology Program, as well as this instructor, work to provide a safe and respectful environment in which students can learn independently as well as cooperatively. Furthermore, ASHA and AAA Ethics require us to always interact with our patients and each other in professional manners. It is possible to have differing opinions or beliefs yet interact in a respectful manner towards your patients and/or colleagues. Therefore, it is the expectation of the instructor that you will facilitate a positive learning environment during class. Students that deliberately and specifically make the learning environment toxic, either by word, action, attitude, or behavior may be asked to leave the class, earn a grade of "zero" for that day's activity, and/or be referred to the Dean of Students for harassment.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Professionalism

Students are training for a professional career. As such, students are expected to demonstrate professionalism. Professionalism includes, but is not limited to, attending class, arriving early, submitting work by due date/time, participation in class discussions, courteous interactions with faculty and fellow students, respect for presenters, professional appearance, etc.

Expectations Regarding Course Behavior

You are expected to attend each class and, once in class, you are expected to participate. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism.

Communication Guideline

Your participation in classroom discussions is essential to this course. Group discussion related to assigned readings and weekly lecture topics will be an integral part of the class meeting time and

full participation is expected. Laptops may be used for note taking in class; laptop use during class for reasons outside of the course is distracting and will not be permitted.

Email Contact and Availability:

I read and respond to emails during **regular business hours (8-5 pm, M-F)**. *Please use the course Canvas site to send correspondence.* I do not read or respond to emails or take calls outside of business hours, over the weekend, or during university sanctioned holidays. It is very important that you review course materials, readings, and assignments *in advance* to determine if you have any questions. Do not wait to ask questions until the last minute, especially for important tasks, projects or quizzes, etc. You may not get a response in time to help you before a deadline.

Use of AI Tools

This course requires you to complete various assignments that assess your understanding and application of the course content. Use of an AI Generator such as ChatGPT, MidJourney, DALL-E, etc. to complete any part of your assignments is explicitly prohibited unless otherwise noted by the instructor. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and/or be reported for academic misconduct. It's imperative that all work submitted is your own. If you have any questions about what constitutes acceptable use of AI tools, please consult with the instructor *before* submitting your work.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.” It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <https://phhp.ufl.edu/policy-classroom-guests-of-students/>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu> . On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/> . If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264- 6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.