

University of Florida
College of Public Health & Health Professions Syllabus
SPA4302: Audiometry and Hearing Disorders (3 credits)
Spring 2022
Delivery Format: Campus and DL
E-Learning: <http://elearning.ufl.edu>

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Office Hours: by appointment
Preferred communication method is email via Canvas
Period and classroom location for campus: See ONE.UF

Course Prerequisites: SPA3032 (Fundamentals of Hearing)

PURPOSE AND OUTCOME

Course Overview

Basic techniques in pure-tone and speech audiometry, measurements of middle-ear function and test interpretation. Supervised laboratory experience in hearing testing.

Relation to Program Outcomes and Clinical Certification Standards: *This course addresses program outcomes that pertain to the following Clinical Certification Standards*

Standard #	Standard
IV. B.	Demonstrates knowledge of the biological, neurological, acoustical, and developmental bases of basic human auditory processes.
IV. C.	Demonstrates knowledge of hearing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
IV. D.	Demonstrates current knowledge of the principles and methods of prevention, assessment, and intervention for people with hearing disorders.

Course Objectives and Goals

1. Knowledge Objectives and Goals:
 - 1.1. Through quizzes and examinations, students will demonstrate an understanding of ...
 - 1.1.1. normal auditory anatomy and function.
 - 1.1.2. the basics of sound and how it relates to audiology and hearing.
 - 1.1.3. the steps needed to complete and audiometric assessment.
 - 1.1.4. interpreting audiometric test results.
 - 1.1.5. disorders of the auditory system.
 - 1.1.6. the relationship between objective and subjective measures of auditory function
 - 1.1.7. considerations and test techniques for assessing different patient populations
 - 1.2. Through small group projects, students will demonstrate an understanding of ...

- 1.2.1. disorders of the auditory system
- 1.2.2. interpreting related audiometric test results
- 2. Skill Objectives and Goals:
 - 2.1. Through lab sessions and written reflections, students will demonstrate the basic skills for ...
 - 2.1.1. conducting a hearing screening.
 - 2.1.2. conducting an audiometric pure tone assessment.

Instructional Methods

The instructional methods for the DL and campus based classes will include recordings of lectures of instructor with accompanying PPTs, guest speakers, supplemental videos, as well as readings as well as assignments detailed below. The Distance Learning course will include evening Chats.

Campus based classes employ:

Blended Learning

This is a campus based blended learning class that uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content will be presented both in-person and on-line; activities, discussions, and assessments will occur online. As a result, a portion of the face-to-face time will be set aside for activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional. The structure of the class: Mondays and Wednesdays are lecture days and Fridays are class community building group activities that will enhance learning and reviewing material from the week. Students are expected to watch weekly videos and be prepared to discuss them in the context of the weekly topics.

Expectations

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments (including textbook readings and workbook assignments). This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live and online portions of the class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

COURSE CONTENT

Course Materials and Technology

Recommended Texts:

Kramer, S. (2014). Audiology: Science to Practice, 2nd edition. Plural Publishing.

Kramer, S. & Guthrie, L.A. (2014). Audiology Workbook, 2nd edition. Plural Publishing.

Required Technology and Equipment:

Packback Information:

Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward 10% of your overall course grade.

There will be a Weekly Sunday at 11:59PM EST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 60, worth 6pts of each assignment grade
- 2 Responses every week with a minimum Curiosity Score of 60, worth 4pts of each assignment grade
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback:

Note: Only access Packback through **Canvas**

1. Click Packback within **Canvas's side bar** to access the community
2. Follow the instructions on your screen to finish your registration.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7QmikrD68>

See UF Student Computer Requirements. Your program may have additional requirements. For this course you will need a computer that can run HonorLock and the Google Chrome browser with high speed internet access, a webcam, and microphone.

The course textbooks were carefully selected for reading ease, content, and contribution to the learning objectives of the course; each student should have access to these texts throughout the semester. Pre-reading the textbook material and completing the workbook activities in a timely manner will facilitate your success in the course. Given the current cost of textbooks, copies of the previous editions are available in course reserves (see below). However, each student is strongly encouraged to have access to the current edition for updated information which the course material is based on.

A 3rd edition is available but the chapters and page numbers will be different than the 2nd edition. You can check the publisher's website for information.

Course website: <http://elearning.ufl.edu>; Log on with Gatorlink.

For technical support for this class, please contact the UF Help Desk at: Learning-support@ufl.edu, (352) 392-HELP (option 2), or <https://lss.at.ufl.edu/help.shtml> 3

For issues with technical difficulties for E-learning, please contact the UF Help Desk (Not your instructor) at:

- Learning-support@ufl.edu
- 352-392-HELP – select option 2
- <https://lss.at.ufl.edu/help.shtml>

Course Calendar (tentative). Schedule subject to change based upon class progress and instructor discretion. All changes will be announced in class and/or via Canvas. Students are expected to read assigned chapters *prior* to the associated class period. Dates for exams are set; no modifications will be made. Dates for quizzes may change based on class progress; close date will never be earlier than listed below.

Week	Chapter	Video	Topic	Activity	Due
1	-	-	Introduction, Syllabus		
	2	-	Sound, Review from Fundamentals		
		5-4	Psychoacoustics	Announcement via Canvas for week's activities	
2	Review continued				
	1	-	Anatomy (OE & ME), Review from Fundamentals	Announcement via Canvas for week's activities	
		-	Anatomy (IE & CANS), Review from Fundamentals		Syllabus/Practice Quiz
3	3	-	Functions of the Auditory System (OE & ME) & Functions (Auditory, IE)	Announcement via Canvas for week's activities	
		3-4	Functions (Vestibular, IE)		
		2-3, 2-4	Anatomy Concept Map Activity	Anatomy Concept Map	Quiz 1: wk 2-3
4	4	7-1, 7-2	Pure Tone Audiometry		
		-			HD Topic
			<i>G. Paul Moore Symposium</i>		

Week	Chapter	Video	Topic	Activity	Due
			<i>Feb 3rd 4th</i>		
5	5	-	Audiometric Interpretation	Announcement via Canvas for week's activities	
		-			
	Concept Map for Audiometric Interpretation				
6	5	-	Audiometric Interpretation	Announcement via Canvas for week's activities	
	6	-	Clinical Masking		
	-	6-3	Review Videos, as needed		Quiz 2: wk 4-5
7	7	-	Speech Audiometry	Announcement via Canvas for week's activities	
	-	-	Pediatric Assessment		HD References
		10-4, 10-5			
8	8	-	Physiological Measures	Announcement via Canvas for week's activities	
		-			
		12-2			Quiz 3: wk 5-7
9			Catch Up & Review	Exam Review Post	
			Exam 1 Review		HD Project Outline
	Exam 1				
10	9	-	Selected Disorders of the Auditory System (OE)	Announcement via Canvas for week's activities	
		-	Disorders (ME)		
			Review, as needed		Audiometry Lab Reflection
11	9	-	Disorders (Cochlea)	Announcement via Canvas for week's activities	
		-			
		14-2			

Week	Chapter	Video	Topic	Activity	Due
12	9	-	Monday & Wednesday - Disorders (Neural & Other) and Start Screening for Hearing Loss Friday - Work Day for HD Project	Announcement via Canvas for week's activities	
		-			
		14-1			Quiz 4: wk 11-13
13	10		Monday - Finish Screening for Hearing Loss Hearing Technology		
	11	15-1	Wednesday – Communication Strategies		
		-	Concept Map for Hearing Loss Technology		HD Project
14	12		Audiology as a Career	Exam Review Post	
	13		History of Audiology – Student Presentations		
	Review, as needed – Student Presentations			EC – Research	Quiz 5: wk 14 & 15
15	Exam 2 Review				Extra Credit Submissions
	Exam 2				

Assignments due quick guide:

Readings should be completed *prior* to the scheduled class meeting.

Quizzes will open at 2pm on Fridays, close 11:59pm on Sundays.

Any other assignments and deadlines (submitted in Canvas) are due by 11:59p on the day noted on the calendar above.

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Quizzes

Five quizzes will occur in Canvas throughout the semester (see calendar and Canvas for dates). The quizzes will assess knowledge on a series of topics; questions will be made from readings, lectures, activities, and video materials. Question types include multiple choice, true/false, matching, and fill in the blank. Quizzes will open on Friday afternoons (2:00PM) and remain open until 11:59PM on Sundays. *You are strongly encouraged to study prior to taking each quiz.* In total, your quiz score is 40% of your semester grade. The lowest quiz score will be dropped, and the remaining four scores will total the quiz grade.

Examinations

Two online exams will be given during the semester. Question types for each exam include: multiple choice, true/false, fill in the blank, matching, and short answer. See course calendar for open dates; You will have one attempt to take the timed exam. *You are strongly encouraged to study prior to taking each exam.* In total, examinations will account for 30% of your semester grade; 15% from each exam.

Audiometry Lab & Reflections

One instructed lab opportunity and written reflection will total your lab grade (8.5% of semester grade). Instructions for the lab activity will be given in Canvas.

Hearing Disorders Group Project

You will be randomly assigned into groups of up to 4-5 students to create a project researching a specific hearing disorder. Throughout the semester, you must work as a cohesive group to meet several deadlines, research the disorder, write a script, create a video presentation, and post it to the Canvas page. Full details will be posted in Canvas; project is 20% of the final grade.

Packback

Weekly submissions (a total of 10/12 weeks) completed is worth 10% of overall grade for the course.

Extra Credit

For active participation in online discussion opportunities and during lecture class sessions (Monday/Wednesday), you are eligible to earn up to 10 points. For participation in a SLHS research study, you are eligible to earn up to 20 points. Please read the supplemental file in detail for information on due dates, deadlines, and mandatory requirements. Failure to meet these requirements will result in the inability to earn those specific extra points.

Grading

Assignment		Points	Semester %
Quizzes	4 out of 5	400	40
Exams		300	30
Lab & Reflection		85	8.5
Packback (10 pts) & in class activities (5 pts)		15	1.5
Hearing Disorders Group Project		200	20
Total		1000	100%
Extra Credit	Participation & Attendance	10	1%
(up to)	Research Study	20	2%

Course Grades (CMS & BHS standards)

% earned	93-100	90-92.9	87-89.9	83-86.9	80-82.9	77-79.9	73-76.9	67-72.9	63-66.9	60-62.9	0-59.9
Points earned	930-1000	900-929	870-899	830-869	800-829	770-790	730-769	670-729	630-669	600-629	0-599
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0

TEST POLICY

Policy Related to Make up Exams or Other Work

1. All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
<http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
2. Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

About HonorLock and Tests

HonorLock Proctoring Services (DL course information). Campus based courses will be using Lockdown browser in Canvas. Details will be provided in class.

The DL course will be using HonorLock, a proctoring service for graded quizzes. HonorLock ensures quiz integrity and enables administration of remote online quizzes.

- No pre-scheduling is required. You can take your quiz at any time during the window it is open in Canvas.
- However, I caution you not to wait until the last minute, because you will run the extreme risk of having the quiz close out automatically before you have had your full number of allowed minutes. The quiz will close out at the time set in Canvas regardless of how many minutes you have left to take the quiz, and you will not be able to finish.
- HonorLock will record and audit your entire quiz session.
- All recorded quiz sessions will be reviewed as part of your final grade.
- Instances of cheating or inappropriate behavior will be considered violations of the Student Honor Code and will result in disciplinary action.
- Students will need to have Google Chrome, a microphone and webcam in place during the test-taking period. An inexpensive webcam and microphone should work fine. Students will NOT be allowed to take a quiz without a webcam.
- Students will need to have some administrative rights on the computer they are using for the quiz to enable the proctoring service to function.
- It is recommended that students not use a wireless Internet connection for quizzes. Please consider wire connecting your wireless laptop to your modem for a more reliable Internet signal during the quiz. Inexpensive modem cables are available in most electronic stores and online.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to attend each class and participate. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism. Please note that per University rules, no one is permitted in the classroom except the instructor and registered students. Children are not permitted in the classroom.

Communication Guidelines

Please contact the instructor directly with any questions or concerns that you have. Use the instructor's UF email (difino@phhp.ufl.edu) or Canvas for all correspondence.

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.

Please note that per University rules, no one is permitted in the classroom except the instructor and registered students. Children are not permitted in the classroom.

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 (Links to an external site.)

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/>.

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 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.