

**University of Florida**  
**College of Public & Health Professions Syllabus**  
**SPA 6270**

**Auditory Processing Disorder (3 credits)** Semester: Spring 2021  
Delivery Format: In-Class or Online Synchronous  
Course: E-Learning Canvas

---

Instructor Name: Krista Fitzgerald, Au.D., CCC-A, F-AAA, CNIM  
Office Room Number: HPNP G103  
Office Phone Number: 352-273-6565  
Email Address: [fitzgeraldk@php.ufl.edu](mailto:fitzgeraldk@php.ufl.edu)  
Course Meets: 7:25 AM-9:25 AM  
Office Hours: By appointment  
Preferred Course Communications: email

---

## **PURPOSE AND OUTCOME**

### **Course Overview**

This course aims to foster an appreciation of the current clinical practices surrounding auditory processing and its related disorders. Through videos, clinical practice in lab, lectures, and peer reviewed research, students will gain an understanding of the multi-faceted disorder and how to diagnose and manage.

### **Relation to Program Outcomes**

Relation to Program Outcomes: The content of this course is designed to help you meet the following CCC-A Standard IV: Knowledge and Skills. Content will be learned from assigned readings, lectures, and class discussions. Outcomes and will be assessed through the labs and exams.

A5. Language and speech characteristics and their development across the life span

A15. Assistive technology

A22. Oral and written forms of communication

B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures

C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning

C8. Evaluating auditory-related processing disorders

C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan

C11. Referring to other professions, agencies, and/or consumer organizations

D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication.

D5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans)

D7. Evaluation of the efficacy of intervention (treatment) services

F2. Applying research findings in the provision of patient care (evidence-based practice)

F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence

### **Course objectives**

**Students completing this course will demonstrate knowledge of:**

1. Anatomy and physiology of the central auditory nervous system.
2. Test protocols for central auditory processing (CAP) measurements, including the use of basic audiologic assessment and electrophysiology to rule out or pinpoint pathology.
3. The rationale and strategy for applying electrophysiologic and other audiological assessment for the management of children and adults.
4. Performing and analyzing CAP testing appropriately.
5. Subject factors, including age, gender, race, and other aspects of diversity in the analysis and interpretation.
6. Disorders and other pathologies that can either co-exist or cause CAPD, along with those disorders that can be misdiagnosed.

### **Instructional Methods**

Lectures, readings, practice lab, and course assignments

---

### **Course Materials and Technology**

#### **Recommended Textbook:**

- **HANDBOOK OF CENTRAL AUDITORY PROCESSING DISORDER VOLUME 1 (ISBN: 9781597566667)**  
Plural Publishing, second edition, 2014  
Authors: Musiek, F., Chermak, G.
- **HANDBOOK OF CENTRAL AUDITORY PROCESSING DISORDER. VOLUME II, COMPREHENSIVE INTERVENTION (ISBN: 9781597566681)**  
Plural Publishing  
Authors: Musiek, F., Chermak, G.

Other required readings and videos will be listed for the class and will be accessible online via Canvas listed for each week. Readings and/or Videos should be viewed PRIOR to class.

Date	Topic	Readings	Due
1/12	WEEK 1: Course overview: Syllabus Auditory Neuroscience	CHECK CANVAS MODULE	
1/19	WEEK 2: Diagnostic Fundamentals	CHECK CANVAS MODULE	Week 1 Assignment
1/26	WEEK 3: Evaluation of CAP	CHECK CANVAS MODULE	TOPIC FOR PAPER
2/2	WEEK 4: Evaluation of CAP Continued...	CHECK CANVAS MODULE	Week 3 Assignment
2/9	WEEK 5: <b>Dauer 42</b>	CHECK CANVAS MODULE	LITERATURE REVIEW DUE
2/16	WEEK 6: Differential Diagnosis & Case Studies	CHECK CANVAS MODULE	Week 5 Assignment
2/23	WEEK 7 MIDTERM		

3/2	WEEK 8: Neurobiology, Cognitive Science, and Intervention	CHECK CANVAS MODULE	OUTLINE OF PAPER & INTRODUCTION
3/9	WEEK 9: Acoustic Foundation of Signal Enhancement & Room Acoustics/School Policies, Processes and Services for Children	CHECK CANVAS MODULE	Week 8 Assignment
3/16	WEEK 10: Intervention: Auditory Training, DIID, Central Resource Training, Computer Based Auditory Training	CHECK CANVAS MODULE	Week 9 Assignment

3/23	WEEK 11: NO CLASS		
3/30	WEEK 12: Intervention with Adolescents and Adults	CHECK CANVAS MODULE	PAPER DUE
4/6	WEEK 13: Case Studies		
4/13	WEEK 14: STUDY		
4/20	WEEK 15: FINAL		

Topic schedules are subject to change.

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

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

#### ACADEMIC REQUIREMENTS AND GRADING

Requirement	% of Final Grade
<b>COURSE WORK BREAKDOWN</b>	
<ul style="list-style-type: none"> <li>• CAPD Multidisciplinary Paper (associated "check-ins")</li> <li>• Participation</li> </ul>	<p>20%</p> <p>10%</p>
Midterm Exam	30%
Final Exam	40%

Participation will be based off the following:

- At least one in person or zoom practice lab attendance
- Attentiveness in class
- Participating and/or being engaged in class
- Being on time for class

## CAPD Multidisciplinary Paper

For this class you will need to complete a 10-15 page paper researching one of the many multidisciplinary perspectives on the assessment and intervention of Central Auditory Processing Disorder across the spectrum of related disorders. The following perspectives can be selected and your topic of choice can be narrowed down based on your interests. **This assignment is due by 11:59 PM on March 30<sup>th</sup>. It must be submitted via CANVAS through TURN IT IN.**

- Medical Perspective: Assessment of Individuals suspected or diagnosed with CAPD (stroke, tumors, issues with pregnancy and birth/NICU, head trauma, etc)
- Speech-Language Pathology Perspective: Cognitive-communication and language factors associated with CAPD
- Neuropsychological Perspective: CAPD and Attention Deficit Hyperactivity Disorders
- Psychological Perspective: Differential diagnosis and intervention for CAPD and Learning disabilities (example: dyslexia)

### Grading Rubric For Paper

Criteria	Points Awarded
Check-Ins <i>Topic, Literature Review, Outline and Intro</i>	15
Introduction & Conclusion	20
Diagnosis and Intervention Perspectives	30
Future Directions	10
One case study example or review of one major study/article on the topic	15
Overall organization, grammar, citation, etc	Up to 20 points can be deducted (Maximum will results from high turn it in score and improper citation)

**TOTAL POINTS: 90**

Point system used (i.e., how do course points translate into letter grades).

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E
Percentage	93-100	90-93	87-90	83-87	80-82	77-80	70-77	67-69.9	63-67	60-62	<60
Points	925+	895-924	865-894	825-864	795-824	765-794	700-764	665-699	625-664	601-624	<600
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>

## **Exam Policy**

Exams will be given in class or through CANVAS via Honorlock. Regardless of the method you take the exam you will need to take it during class time, a designated Tuesday from 7:25 AM to 9:25 AM.

## **Policy Related to Make up Exams or Other Work**

In general make-up exams will not be given. 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.

## **Policy Related to Required Class Attendance**

Attendance is required. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Any unexcused absence will result in a 3-point reduction in your final grade.

---

## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **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.

### **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/>

---

## **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.

---