

University of Florida  
College of Public Health & Health Professions  
Syllabus SPA 6317 Vestibular Disorders  
(3 hours)  
Fall Semester 2021  
Delivery Format: IN CLASS

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Office Hours: Zoom appointments  
Preferred Course Communication: e-mail

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## **PURPOSE AND OUTCOME**

### **Course Overview**

This course will focus on understanding the anatomy and physiology of the vestibular system, vestibular system testing, interpretation, clinical implications of those findings and the audiologists role in diagnosis and management across the lifespan.

### **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 discussion. Outcomes will be assessed through class discussions, a project, a paper, and written examinations.

### **ASHA Learning Outcomes**

Standard IV-B: 11; Standard IV-C: 3; and Standard IV-D: 3, 6, 9, 12, & 13.

### **Course Objectives:**

Students will be able to:

1. Comprehend the anatomy and physiology of the systems necessary for balance maintenance.
2. Comprehend the pathophysiology of the balance system.
3. Identify case history questions to determine the subjective and somatic complaints of imbalance and/or dizziness.
4. Demonstrate skill with techniques for direct clinical assessment of patients with disorders of the balance system.
5. Interpret and integrate diagnostic vestibular tests and other laboratory data for diagnostic and functional assessment.
6. Determine appropriate candidacy for vestibular and balance treatment and rehabilitation.

7. Comprehend rehabilitative strategies for vestibular disorders.

**Instructional Method:** Lectures, class discussions, and student presentations.

**Highly Suggested Textbooks:** Jacobson, G.P. & Shepard, N.T. (2016). Balance Function: Assessment & Management (2nd Edition). Plural.

McCaslin, D.L. (2013). Electronystagmography and Videonystagmography. Plural.

**Suggested:** Myers, B.L. (2020). Vestibular Learning Manual 2<sup>nd</sup> Edition. Plural.

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### Course Content Schedule

Week	Date	Topics
1	8/24	Course Introduction; Syllabus Review Vestibular Disorders/Pathologies
2	8/31	Structure and Function of Vestibular System and VOR
3	9/7	Oculomotor Testing and Interpretation
4	9/14	Positional Testing and Interpretation
5	9/21	Caloric Testing and Interpretation
6	9/28	Electrocochleography, VEMPs
7	10/5	Midterm
8	10/12	vHIT, Rotary Chair, Posturography testing

9	10/19	No Class. Take a break, keep studying, work on your paper
10	10/26	Case History, Assessing Quality of Life, and Beside Testing
11	11/2	Vestibular Rehab
12	11/9	NO IN PERSON CLASS: Aging and Fall Risk (pre-recorded) Work on papers!
13	11/16	Pediatrics (PAPER DUE)
14	11/23	<b>No Class ☺</b>
15	11/30	<b>STUDY</b>
16	12/7	<b>FINAL</b>

\*\* Syllabus may be modified during the semester. If necessary, students will be immediately notified of changes.

## Course Assignments

### 1. Weekly Homework Assignments

Excluding the first week, each week you will be given an assignment that goes along with the lecture. These assignments are open note and you can use outside resources as long as you use proper citation. Some examples of your assignments will include drawing, labeling, answering questions, posting on the discussion board, etc. You will be required to upload all assignments to CANVAS. Assignments will be announced the day the lecture is posted and made available to you on the same day. Make sure you notice the due dates and times for the assignments. These assignments are meant to guide your learning each week and prepare you to study for the Midterm and Final Exams.

### 2. Current Week Readings

Students are responsible for the content of readings assigned to any Module in CANVAS. If literature is uploaded to CANVAS, it is fair game to be on the midterm or final.

### 3. Disorders of the Auditory System

Disorder Paper- Each student will choose a peripheral or central disorder of the vestibular system to investigate. Students will create a 5-10 page paper to answer a series of questions listed below. As part of the paper, students will discuss **two relevant research articles**. This

**assignment will be listed in CANVAS and submitted via CANVAS through TURNIT IN. It is due by November 16<sup>th</sup> by 11:59 PM EST time. You may submit early.**

1. Name of Disorder
2. Location/Origin of disorder – Provide diagram or illustration indicating location.
3. Any relevant history on diagnosis of disorder.
4. Incidence of disorder – In population, females vs. males, age characteristics
5. Cause of disorder – Summarize current thinking on underlying cause of disorder.
6. Typical presenting symptoms. If disorder has a cochlear component include information on typical audiometric findings.
7. Diagnosis of disorder – Describe tests that are administered and results generally found that indicate the presence of the disorder.
8. Treatment Options – Indicate whether symptoms are generally resolved or reduced. Describe treatment approaches including vestibular rehabilitation techniques, pharmacological and surgical options and expected outcomes.
9. REMINDER: At least two research articles must be used and discussed in your paper. Whether it be on testing, rehab, intervention, etc.

#### **4. Mid-term and Final Assessments**

Students will complete a mid-term and final Exam. The exams will consist of labeling, matching, multiple choice, short answer, and interpretation. The mid-term exam will be made available on 10/5. The mid-term exam will cover material up to that point in the course. The final exam will be cumulative covering all the material of the semester, however **more emphasis will be given to the material presented after the mid-term**. The final will be made available on 12/7.

#### **Course Grade**

Final grade will be determined as follows:

- Assignments: 15%
- Mid-term Exam: 30%
- Disorder Paper: 20%
- Final Exam: 35%



## **Expectations Regarding Course Behavior and Communication Guidelines**

You are expected to watch all the lectures and complete the assignments accordingly. I encourage you all to post your questions or discussions of a topic on the discussion board. Each class member has a different perspective and sharing provides a more meaningful exchange of ideas and interest. As a professional you will often be required to voice your opinion and perspective. Be respectful to the ideas of peers or the instructor if they differ from your own beliefs or experiences. If there is an impending emergency or pressing issue that prevents you from turning in an assignment on time, please discuss with me, if possible, prior to the due date.

## **Policy Related to Recording Lectures**

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.”

## **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, it is strongly recommended you register with the Disability Resource Center within the first week of class or as soon as you believe you might be eligible for accommodations. The Disability Resource Center will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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 WeCare 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>

**Important:** 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.

### **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](http://www.multicultural.ufl.edu)

### **Professionalism and COVID**

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies

such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment:

<https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

#### COVID-19 SYMPTOMS

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.