**HESP 630: Electrophysiological Measurements**  
**Fall 2015**  
Department of Hearing and Speech Sciences,  
University of Maryland, College Park

Instructor: Samira Anderson, Au.D., Ph.D.  
Email: sander22@umd.edu  
Office Phone: 301-405-4224  
Dept. Phone: 301-405-4213  
Meeting Time: Mondays, 3:30 – 6:00 PM  
Meeting Location: Lefrak Hall, Room 0104  
Prerequisites: HESP 606 and 706

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**COURSE SYLLABUS**

**Required Text:**


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**August 31**  
Introduction; Overview of electrophysiological measurement; Patient preparation and recording tips  
*Demonstration of electrode application*

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AHSA’s Guidelines for Competencies in Auditory Evoked Potential Measurement and Clinical Applications  
http://www.asha.org/policy/KS2003-00020/#sec1.1

(http://www.audiology.org/resources/documentlibrary/Documents/201208_AudGuideAssessHear_youth.pdf)

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**September 14**  
Neurophysiology; Instrumentation; Acquisition; Recording  
*Demonstration of Lab 1*

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Readings: Katz Handbook Chapter 11


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**Quiz 1: Due 9/2**  
**Lab 1: Due 9/21**
September 21  
Principles of analysis and interpretation  
*Demonstration of Lab 2*

Quiz 2: Due 9/28  
Lab 2: Due 9/28

September 28  
SNHL vs conductive; SNHL vs retrocochlear – ABR and ECochG  
*Demonstration of Lab 3*

Readings: Katz Handbook Chapters 12 and 13, pp. 265-275


Article Presentation 1 – Gavin: Zack-Williams

Quiz 3: due 10/5  
Lab 3: due 10/5

October 5  
Hearing Threshold Estimation – Tone-burst ABR

Readings: Katz Handbook Chapter 14


October 12  
Midterm

October 19  
Subject Factors and Pediatric Clinical Applications  
*Demonstration of Lab 4*

Readings:


Quiz 4: Due 10/26  
Lab 4: 10/26  
Article Presentation 2 – Sarah: Stevens
October 26
Estimating frequency-specific hearing thresholds using ASSR
_Demonstration of Lab 5_

Readings: Katz Handbook Chapter 15


Lab 5: due 11/2
Quiz 5: due 11/2
Article Presentation 3 - Amber: Hatton

November 2
Retrocochlear: Stacked ABR, Auditory processing disorders, Part I - FFR, MLR, LLR
_Demonstration of Lab 6_

Readings: Katz Handbook Chapter 13, pp. 275-292, Chapter 17


Quiz 6: Due 11/9
Lab 6: Due 11/9

Article Presentation - Maeve: Ferm

November 9
Auditory processing disorders, Part II - P300 and MMN
_Demonstration of Lab 7_

Readings: Katz Chapter 18


Article Presentation 5 – Mikayla: Rocha-Muniz
Quiz 7: Due 11/16
Lab 7: Due 11/16
November 16  Intraoperative monitoring
Challenging populations: Management of CIs

Readings: Katz Chapter 16


Quiz 8: Due 11/23
Article Presentation 6 – David: Attias

November 23  Evoked potentials and management of hearing aids


Article Presentation 7 – Niki: Cardon

November 30  Objective assessment of treatment efficacy


December 7  Discussion of case studies; Review for final

December 14  FINAL EXAMINATION
Grading System
Grades based on:
- Labs: 23%
- Quizzes: 27%
- Article presentations: 7%
- Midterm: 20%
- Final: 23%

Summary of point system:
- Labs: 25 points each, 7 labs x 25 pts = 175
- Quizzes: 25 points each, 8 quizzes x 25 pts = 200
- Article presentations: 50 points each, 1 article = 50
- Midterm: 150 points, 1 midterm = 150
- Final: 175 points, 1 final = 175

University of Maryland grade policy

<table>
<thead>
<tr>
<th>Percentage of Possible Points</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>.970-.1.00</td>
<td>A+</td>
</tr>
<tr>
<td>.930-.969</td>
<td>A</td>
</tr>
<tr>
<td>.900-.929</td>
<td>A-</td>
</tr>
<tr>
<td>.870-.899</td>
<td>B+</td>
</tr>
<tr>
<td>.830-.869</td>
<td>B</td>
</tr>
<tr>
<td>.800-.829</td>
<td>B-</td>
</tr>
</tbody>
</table>

Learner Outcomes
This course covers the clinical use of electrophysiological methods for assessment, diagnosis, and management of individuals who may have peripheral or central hearing loss.
1. Administration and interpretation of various electrophysiological measures including ABR, ASSR, MLR, LLR, and cABR. Other measures, such as ECochG, Stacked ABR, and CHAMP, will be discussed.
2. Use of ABR and ASSR for estimation of hearing thresholds in infants and other individuals who are difficult-to-test.
4. Use of cABR, MLR, and LLR in assessment of auditory processing and brain injury.
5. Use of LLR to evaluate cochlear implant and hearing aid function in infants and individuals who are difficult to test.
6. Use of cABR, MLR, and LLR to evaluate effects of treatment.
Formative Assessments

1. **Exams:** A mid-term and a final examination will be given. Exam questions will come from class lectures and assigned readings. In addition to the written exam, the final will also include a practical exam. Details will be provided later in the course.

2. **Online Reading Quizzes:** Students are expected to be familiar with the assigned readings prior to coming to class. Each student will be required to complete 8 quizzes on the course ELMS site that cover lecture content and readings from the textbook and articles. These quizzes are “open-book” in that students have access to the text while taking the quiz. The students will have one week to complete the quiz. The quizzes are timed – but you will have 4 hours to complete it. Once you’ve started the quiz, you must finish it – you can’t go back to it later.

3. **Article Presentations:** Student will choose one article from the syllabus and will prepare and present powerpoint slides that summarize the article’s introduction, method, results (review each figure), and discussion. In addition, students will critique the article, suggest ways to improve the research, and propose a new research question. The presentation should not exceed 15 minutes. A grading rubric will be posted on ELMS.

4. **Practical Lab Exercises and Reports:** Students will be required to complete practical lab assignments using various electrophysiology protocols and to submit a report for each lab. See the course ELMS site for more specific information on these assignments.

**Guidelines for Practical Lab Exercises & Reports**

The lab exercises are designed to help you put into practice the concepts and procedures we cover in class. Handouts outlining instructions for the test procedures and reports can be obtained on ELMS.

**Lab Reports**

You must follow all guidelines for written work listed in this syllabus. The typed portion of the lab report should be limited to one page or less. Hard copies of all relevant printouts, graphs, tables or other raw data must be handed in by the due date. Although you may consult your textbooks and other resources, including your classmates, as you work on each lab, please make sure your write-up is your own.

**Submission of Reports**

Lab reports are due at the start of class or in the instructor’s mailbox by 1:00 PM on the dates indicated below. Three points will automatically be deducted from your lab grade for every day the report is late. The labs will cover the following topics:

| Lab #1: Recording parameters I | due September 21 |
| Lab #2: Recording parameters II | due September 28 |
| Lab #3: Conductive HL, electrode montage | due October 5 |
| Lab #4: Threshold estimation using tonebursts | due October 26 |
| Lab #5: ASSR | due November 2 |
| Lab #6: cABR | due November 9 |
| Lab #7: MLR and LLR | due November 16 |
Questions/Difficulties
Please contact me as soon as possible if you have difficulties with or questions about a particular lab assignment, so that they can be resolved in plenty of time for you to complete the lab by the due date, and so that you have a better understanding the relevant concepts prior to exams. If there are any equipment problems or malfunctions, the due dates will be extended.

University Policies

Academic Integrity
The University administers an Honor Code and an Honor Pledge, available on the web at http://www.bsos.umd.edu/for-students/advising/academic-integrity-honor-pledge-and-legal-aid-.aspx. The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers submitting fraudulent documents, and forging signatures. Students are requested to write the following signed statement on each examination or assignment: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).” Compliance with the code is administered by a Student Honor Council, which strives to promote a “community of trust” on the College Park campus. For additional information, see the Office of Judicial Programs and Student Ethical Development website: http://robeson.rutgers.edu/studentlife/conduct.html.

Accommodations for Students with Disabilities
If you have a documented disability and wish to discuss academic accommodations with me, please contact me before February 8th. If necessary, please contact the Disability Support Service (301-314-7682) for assistance in determining and implementing appropriate academic accommodations.

Confidentiality-Posting Grades
The University complies with the regulations set forth in the Buckley Amendment. The amendment protects the student from the disclosure of personal and academic information to anyone other than the student, including parents, except under special circumstances. Posting student grades with either student names or social security numbers—in whole or in part—is strictly prohibited. Grades will be available on ELMS or directly from the instructor.

Religious Observances
The University System of Maryland policy on religious observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. I will make every feasible effort to accommodate students’ requests based on attendance of religious observances. It is the student’s responsibility to inform me of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester. To review the University’s policy or view a variety of other religious holidays, see http://www.bsos.umd.edu/for-faculty-and-staff/faculty-resource-guide/faculty-responsibilities-inside-the-classroom-canceling-classes.aspx for further details.
Online Course Evaluation, Fall 2015
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, December 1st through Sunday, December 13th. Please go directly to the website (www.coursevalum.umd.edu) to complete your evaluations starting December 1st. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Flu and other illnesses
The University of Maryland is concerned for the health of members of the University community. However, we are also concerned about the possibility that widespread illness could disrupt the academic enterprise of the University. If you have flu-like symptoms, please stay home and seek medical attention. You should return to classes only after your fever and symptoms have abated for 24 hours. I will follow the same policy. To continue the teaching/learning environment of our class even if you or I are absent, and/or classes are canceled, I plan to implement several contingencies this year:
1. I will communicate with all of you via ELMS if class is canceled for any reason;
2. I ask you to communicate with me if you are sick and will miss class;
3. I will post all ppt presentations to ELMS;
4. I will provide a panopto recording of all classes.
5. If class is canceled due to a weather emergency, we will hold classes at the usual time online through ELMS. If that is unsuccessful, we will schedule another class.

ELMS Course Website/Course Readings
Students must log on regularly to their Blackboard accounts in order to fully participate in this class. Please plan to check the site frequently for announcements. The class site will include the syllabus, the course reading list, course content, information on and instructions for assignments, and grade postings.

There are a number of readings for the course, including chapters from the text and original journal articles. Students are expected to be familiar with the assigned readings prior to coming to class and to be prepared to discuss the readings during class.

Written Work
All written work submitted for this course should be treated as a formal assignment. Students should take the same care as they would with a term paper, including proper spelling and grammar, use of complete sentences, clear and precise explanation of points, and provision of support for their arguments, including proper citation of referenced works. Use APA style (6th edition) followed for writing, citations, and reference lists. All written work should be submitted electronically unless otherwise noted.
Make-up Exams/Assignments
If a student is aware ahead of time that he/she will be absent on the day of an exam, the student may schedule a make-up exam provided that (1) the student has an approved University Acceptance (e.g., religious observance) and (2) the instructor is notified in writing within the first two weeks of the semester (by February 8). Assignments are expected to be submitted by the dates indicated on the syllabus or in advance of the due date if the student anticipates being absent from class on the due date. The student should inform the instructor that he/she will be absent ahead of time to make arrangements to submit the assignment.

When the reason for an absence on the day of an exam or assignment is not foreseeable, the student must inform the instructor as soon as possible. Please make every effort to contact the instructor by phone or by email prior to class if you will be absent due to illness or other emergency. Campus Senate policy requires students who are absent due to illness/injury to furnish documentary support to the instructor. You must provide written documentation verifying your illness/injury on the day that you return to class. You will not be allowed to turn in missed assignments or make up exams if you have not provided this documentation. In addition, if it is found that you have falsified the documentation provided, you will be referred to the University’s Student Conduct Office.

Make-up exams will be scheduled at a time that is mutually agreeable to both the instructor and the student. Assignments are due immediately by electronic submission if possible or upon the student’s return to school. All missed exams and assignments not turned in will result in a grade of zero for that exam/assignment.

Problems/Questions
Please do not hesitate to make an appointment to speak with me if you are having difficulty with the material or with an assignment, if you have questions about how something was graded, or if you have other problems or issues related to the course you wish to discuss. Email is an excellent way to reach me outside of course meetings.
HESP 630

FORMATIVE ASSESSMENTS

Student _________________________
Semester: FALL 2015

<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Method of Assessment</th>
<th>Verification of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Patient characteristics and how they relate to clinical services</td>
<td>*</td>
<td>*</td>
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<tr>
<td>B4</td>
<td>Anatomy and physiology, pathophysiology and development of the auditory system</td>
<td>*</td>
<td>*</td>
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<tr>
<td>B12</td>
<td>Infectious/contagious diseases and universal precautions</td>
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<tr>
<td>B20</td>
<td>Laws, regulations, policies and management practices relevant to the profession of audiology</td>
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<tr>
<td>C4</td>
<td>Screen individuals for hearing impairment and disability/handicap using clinically appropriate and culturally sensitive screening measures.</td>
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<tr>
<td>D7</td>
<td>Perform audiologic assessment using physiologic, psychophysical and self-assessment measures</td>
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<td>*</td>
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<tr>
<td>D8</td>
<td>Perform electrodiagnostic test procedures</td>
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<td>*</td>
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<tr>
<td>D11</td>
<td>Document evaluation procedures and results</td>
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<tr>
<td>D12</td>
<td>Interpret results of the evaluation to establish type and severity of disorder</td>
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<td>*</td>
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<tr>
<td>D13</td>
<td>Generate recommendations and referrals resulting from the evaluation process</td>
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<td>*</td>
</tr>
<tr>
<td>D15</td>
<td>Maintain records in a manner consistent with legal and professional standards</td>
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Instructor Signature: ____________________________________________

Samira Anderson, Au.D., Ph.D.