



Introduction to Audiology

HESP 411

Spring 2020

Learning Outcomes

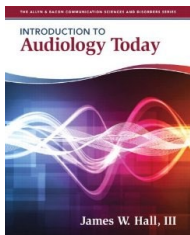
Students will demonstrate knowledge of basic audiological practices, audiometric interpretation, auditory pathologies and associated audiological findings, and management of hearing disorders.

After successfully completing this course you will be able to:

- Describe the basic principles and procedures for behavioral and physiological tests of hearing in infants, children, and adults;
- Interpret behavioral and physiological test results and communicate findings to patients or professionals;
- Describe principles related to and devices used for the rehabilitation/ management of hearing disorders;
- Describe the principles of ethical practice and the current scope of practice in the profession of audiology.

Required Resources

Course website: www.elms.umd.edu



Introduction to Audiology Today

James W. Hall, III

First edition (2015).

ISBN-13 978-0205569236

Dr. Samira Anderson

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Class Meets

Tuesdays & Thursdays

11:00am – 12:15pm

ESJ #1309

Coffice Hours



ESJ

Starbucks

Tues 12:30-2 pm

Office Hours

LEF 0119B

Fri 1 – 3pm

and by appointment

Teaching Assistants

Nicole Balassone

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Office Hours

LEF 0147

Mon 3 – 5pm

and by appointment

Prerequisites

HESP 311

Course Communication

I will send time-sensitive information to students via ELMS announcement.

Please contact me via ELMS inbox to discuss questions, absences, or accommodations. Please refer to the following link for guidance on writing professional emails

[\(\[ter.ps/email\]\(http://ter.ps/email\)\)](http://ter.ps/email).

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Activities, Learning Assessments, & Expectations for Students

- You are expected to read assigned readings and to view the assigned lectures on the week they are assigned. This preparation is necessary to complete in-class work.
 - Class time will consist of a mix of lectures and group activities. I do not grade based on attendance. However, your performance on the in-class assignments will be affected if you do not have the opportunity to ask questions or consult with others. *In addition, you will be responsible for writing about one key point or one concept that you thought was confusing during the last five minutes of each class. This assignment is worth two points, and you cannot turn in the assignment the next day.*
 - All in-class worksheets must be turned in no later than the beginning of the next class.
 - You will have one week to complete your on-line quizzes.
 - The clinical tool is due on May 9th. Topics include: Masking, Acoustic Reflexes, Tympanometry, Electrophysiology, Otoacoustic Emissions.
1. **On-line Quizzes:** Each student will be required to complete 8 quizzes on the course ELMS site that cover lecture content and readings from the textbook, articles, and videos. These quizzes are “open-book” in that students have access to the text while taking 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. The quizzes can be used as a study guide for the two exams and final as many multiple-choice questions are taken from the on-line quizzes and Kahoots.

Date Assigned	Topic	Date Due
February 4	Audiology profession, hearing assessment, pure-tone audiometry	February 11
February 11	Pure-tone and speech audiometry, interpretation	February 18
February 18	Speech audiometry and masking	February 25
February 25	Immittance audiometry	March 3
March 12	Electrophysiology and pediatric assessment	April 8
April 7	OAEs and differential diagnosis	April 14
April 14	Vestibular, APD, non-organic	April 21
April 30	Amplification and ALDs	May 7

2. In-class worksheets: Students will complete in-class worksheets as members of a team. Each teach member should come prepared to fully participate by completing assigned readings and watching the assigned videos prior to class. The worksheets are due no later than the beginning of the following class.

Date Assigned	Topic	Preparation	Date Due
February 6	Audiograms, audiometry and otoscopic examination practice, cultural considerations in case history taking	Video: Audiometry Article: "Anthropology in the Clinic"	February 11
February 13	Pure-tone and speech audiometry, interpretation	Video: Audiometric interpretation Article: "Providing Audiologic Services to Spanish Speakers"	February 18
February 20	Masking	Video: Masking	February 25
February 25	Immittance audiometry	Video: Tympanometry	February 27
March 10	Acoustic reflexes	Video: Acoustic reflexes	March 12
March 31	Electrophysiology	Video: ASSR	April 7
April 7	Differential diagnosis	Video: Differential diagnosis Article: "Racial/Ethnic and Socioeconomic Disparities in Hearing Health Care Among Older Americans"	April 14
April 9	Vestibular assessment	Video: Vestibular	April 14
April 16	Special populations, noise-induced hearing loss, tinnitus	Video: Hearing conservation	April 16
April 30	Amplification and ALDs	Video: ALDs Article: "Time from Hearing Aid Candidacy to Hearing Aid Adoption"	April 28
May 5	Hearing aids and CIs	Video: Cochlear implants Article: "Dual Language versus English Only Support..."	May 12

3. Clinical tool: You will work in pairs to create a short outline that could be used to make booklet that explains the procedures for one of the above topics to a young child (~6 to 8 years). The purpose of this book is to help you understand the procedures and to provide you practice with explaining these procedures in kid-friendly language. Please see the rubric on ELMS for more information.

Due dates	Assignment
February 25	Submit topic with partner
April 2	Submit outline with partner

Course-Specific Policies

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch: <http://youtu.be/WwPaw3Fx5Hk>

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.



Everything is free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Learning Assessments	#	Points Each	Category Total	Category Weight
In-class worksheets	11	25	275	30%
On-line quizzes	8	30	240	26%
Counseling tool	1	8	8	1%
Learning check	25	2	50	5%
Exams	2	100	200	21%
Final	1	150	150	16%
Total Points:			965	

Final Grade Cutoffs					
+	97.00%	+	87.00%	+	77.00%
		+	67.00%		
A	93.00%	B	83.00%	C	73.00%
		D	63.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%
		-	60.00%		

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99 \neq 90.00). It would be unethical to make exceptions for some and not others.

Course Schedule (all assigned chapters from Hall textbook)

WS = Worksheet submitted by start of next class

Quiz = Submit before midnight of the due date

Note: No assignment will be accepted for credit after the deadline.

LC = Learning Check during class meeting

CT = Clinical Tool

Basic audiometric assessment		
Date	Topic	Readings/Videos
January 28	Course Introduction, Audiology as a Profession	Scope of Practice documents, Chapter 1
January 30	Introduction to Basic Hearing Assessment Battery	Chapter 2
February 4	Preparing for Hearing Assessment Case History – Cultural Considerations	Chapter 4 Video: Audiometry, Article: “Anthropology in the Clinic”
February 6	Behavioral Testing – pure-tone audiometry	Chapter 5
February 11	Behavioral Testing – speech audiometry Native language considerations	Chapter 6 Article: “Providing Audiologic Services to Spanish Speakers”
February 13	Audiometric Interpretation	Video: Audiometric Interpretation
February 18	Masking I	Chapter 7
February 20	Masking II	Video: Masking
February 25	Immittance audiometry – Tympanometry	Chapter 8, 212-227 Video: Tympanometry
February 27	Pediatric assessment	Chapter 8, 228-234
March 3	Review of quizzes, in-class assignments, and upcoming exam	
Special audiology applications		
March 5	Exam I	
March 10	Immittance audiometry – Acoustic reflexes	Video: Acoustic Reflexes
March 12	Electrophysiology	Chapter 9, 272-283
March 17	Spring Break	
March 19	Spring Break	
March 24	No Class	
March 26	No Class	
March 31	Electrophysiology	Video: ASSR
April 2	OAEs, Hearing Screenings	Chapter 8, 235-246 Chapter 10, 288-295
April 7	Differential Diagnosis	Chapter 10, 296-208 Video: Differential diagnosis Article: “Racial/Ethnic and Socioeconomic Disparities in Hearing Health Care Among Older Americans”
April 9	Vestibular Assessment and Management	Chapter 10, 309-210 Video: Vestibular
April 14	Exaggerated/False Hearing Loss & Appropriate Tests/Special Populations/Auditory Processing Disorders	Chapter 9, 253-271 Chapter 12, 376-378 Chapter 15, 448-455

April 16	Tinnitus and noise induced hearing loss	Chapters 11, 347-350; 15, 456-469 Video: Hearing conservation
April 21	Review of quizzes, in-class assignments, and upcoming exam	
April 23	Exam 2	
Management of hearing loss		
April 28	Amplification I	Chapter 13, 409-414
April 30	Amplification II and ALDs Cultural considerations	Chapter 13, 414-417 Video: ALDs Article: "Time from Hearing Aid Candidacy to Hearing Aid Adoption"
May 5	Cochlear Implants Cultural considerations	Chapter 13, 381-408 Chapter 16, 481-484 Video: Cochlear implants Article: "Dual Language versus English Only Support..."
May 7	Counseling and Ethics	Chapter 14
May 12	Case studies and review	
May 14	FINAL – Note time: 8 to 10 am	

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.