



Introduction to Audiology

HESP 411

Spring 2017

Learning Outcomes

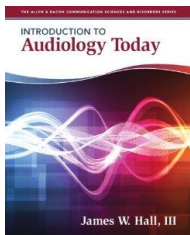
Students will demonstrate knowledge of basic audiological practices, audiometric interpretation, auditory pathologies and associated audiological findings, and management of hearing disorders.

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 (2005).

ISBN-13 978-0205569236

Dr. Samira Anderson

sander22@umd.edu

Class Meets

Tuesdays & Thursdays

11:00am – 12:15am

LEF #2166

Office Hours

LEF #0119B

Tues & Thurs 9:30 -

10:45am

and by appointment

Teaching Assistants

Alanna Schloss

aschloss@terpmail.umd.edu

Office Hours

LEF #0147

Mon 2:00 -3:00 pm

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 five days to complete your on-line quizzes.
- The clinical tool is due on May 2nd. Topics include: Masking, Acoustic Reflexes, Tympanometry, Electrophysiology, Otoacoustic Emissions. You will work in pairs to create a short booklet that explains the procedures for one of the above topics to a young child (~6 to 8 years). This booklet should contain pictures/illustrations and short text on each page. 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.

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.

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	25	200	22%
Clinical tool	1	50	50	5%
Learning check	25	2	50	5%
Exams	2	100	200	22%
Final	1	150	150	16%
Total Points:			925	

Final Grade Cutoffs					
+	97.00%	+	87.00%	+	77.00%
		+	67.00%		
A	94.00%	B	84.00%	C	74.00%
		D	64.00%	F	<60.00%
-	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 next class

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	Assignments	Readings/Videos
January 26	Course Introduction, Audiology as a Profession	LC	Scope of Practice documents, Chapter 1
January 31	Introduction to Basic Hearing Assessment Battery	LC	Chapter 2
February 2	Preparing for Hearing Assessment	LC Quiz 1 posted	Chapter 4
February 7	Behavioral Testing - pure-tone audiometry	LC WS 1 Audiometer practice	Chapter 5 Video: Audiometry
February 9	Behavioral Testing - speech audiometry	LC Quiz 2 posted	Chapter 6
February 14	Audiometric Interpretation	LC WS 2	Video: Audiometric Interpretation
February 16	Masking I	LC Quiz 3 posted	Chapter 7 Video: Masking
February 21	Masking II	LC WS 3	Chapter 7
February 23	Immittance audiometry - Tympanometry	LC WS 4 Quiz 4 posted CT: Submit topic	Chapter 8, 212-227 Video: Tympanometry
February 28	Review of quizzes, in-class assignments, and upcoming exam	LC	Chapter 8, 228-234
March 2	Exam 1		
Special audiology applications			
March 7	Immittance audiometry - Acoustic reflexes	LC WS 5	
March 9	Electrophysiology	LC	Chapter 9, 272-283
March 14	Electrophysiology case studies	LC WS 6	Video: ASSR
March 16	Pediatric Assessment	LC Group activity Quiz 5 posted (due 3/28)	
March 21	Spring Break		
March 23	Spring Break		
March 28	OAEs, Hearing Screenings	LC	Chapter 8, 235-246

			Chapter 10, 288-295
March 30	Differential Diagnosis	LC WS 7 Quiz 6 posted	Chapter 10, 296-208 Video: Differential diagnosis
April 4	Vestibular Assessment and Management	LC WS 8 CT: Submit outline	Chapter 10, 309-210 Video: Vestibular
April 6	Non-Organic Hearing Loss & Appropriate Tests/Special Populations/Auditory Processing Disorders	LC Quiz 7 posted	Chapter 9, 253-271 Chapter 12, 376-378 Chapter 15, 448-455
April 11	Tinnitus	LC	Chapter 15, 456-469
April 13	Hearing Conservation	LC WS 9	Chapter 11, 347-350 Video: Hearing conservation
April 18	Review of quizzes, in-class assignments, and upcoming exam	LC	
April 20	Exam 2		
Management of hearing loss			
April 25	Amplification I	LC	Chapter 13, 409-414
April 27	Amplification II and ALDs	LC WS 10 Quiz 8 posted	Chapter 13, 414-417 Video: ALDs
May 2	Cochlear Implants	LC CT: Submit final product	Chapter 13, 381-408 Chapter 16, 481-484
May 4	Cochlear Implants	LC WS 11	Video: Cochlear implants
May 9	Counseling and aural rehabilitation	LC	Chapter 14
May 11	Case studies and review		
May 16		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.