Syllabus
SLHS 582 A
Disorders of Hearing and Balance
Spring 2015
MW 3:00-5:00 p.m.

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Purpose: This course is designed to provide information about disorders of the auditory and vestibular system and the clinical manifestations of those disorders. Auidological and medical tests involved in the differential diagnosis of hearing disorders will be discussed. An evidence-based approach to audiological, medical and surgical management of hearing and balance disorders will be emphasized.

Learning Outcomes: As a result of participating in this class, students will be able to:

1) Describe and define commonly encountered disorders of hearing and/or balance;
2) List the causes of various hearing and balance disorders and provide current citations in the literature that are relevant;
3) Summarize the pathophysiology and epidemiology of various hearing/balance disorders;
4) Discuss and provide research findings related to the causes of hearing and balance disorders;
5) Describe and demonstrate familiarity with medical diagnostic procedures for hearing and balance disorders;
6) List and describe the audiologic diagnostic procedures, including electrophysiologic and psychophysical (behavioral) tests and patterns of results associated with hearing/balance disorders;
7) Describe the medical and/or surgical management of hearing/balance disorders;
8) Describe the management and rehabilitation procedures for the hearing/balance disorder with current citations from the literature for the efficacy of these practices;
9) Evaluate the validity of the evidence supporting management and rehabilitation practices;
10) Discuss the major research needs relating to each hearing disorder.

Requirements for the course: Students are expected to attend class and participate in discussions of lecture material and peer presentations. Students will prepare for class by reading the material assigned from required textbooks and journal articles posted on D2L. The additional requirements are to complete take-home assignments. Students will prepare material on assigned disorders and present the information in formal oral presentations, and lead discussion on the assigned disorder. There will be a comprehensive final exam.

Textbooks:


Grading

Written Assignments

23 Feb 20%
23 March 20%

Disorders Presentations: 40%

Final Examination: 20%

Final Grades will be based upon a percentage of the cumulative score: 90-100% = A; 80-89% = B, etc.

Code of academic integrity: You are required to read the Code of Academic Integrity: http://deanofstudents.arizona.edu/codeofacademicintegrity. If you are found in violation of the Code, you will be provided with written warning by the instructor and will lose credit for the work involved.

If you do not understand or accept the contents and terms of this syllabus, or if you have a disability or conditions that compromises your ability to complete the course requirements, you are requested to notify the instructor in writing within one week of receiving this syllabus.
Presentations: Students will be given assignments pertaining to specific hearing disorders. Each hearing disorder will be presented by a team of 3 students. The disorders/topics have been randomly assigned. Each student will be given a primary, secondary or tertiary role, defined below:

Presenter I is responsible for:

a) Description/Definitions/Epidemiology
b) Pathophysiology
c) Medical aspects and diagnostic procedures
d) Audiologic aspects and diagnostic procedures
e) developing questions/topics for discussion after the presentations (in conjunction with Presenters II and III).

Presenter II is responsible for:

a) Medical/surgical treatment/management
b) Audiologic treatment (rehabilitation/management)
c) The evidence base for diagnostic and treatment approaches; clinical practice guidelines when available and outcomes for various treatment approaches
d) Controversies in diagnosis, treatment/management outcomes; research needs.

Presenter III is responsible for:

a) An illustrative case in the “grand rounds” format covering the patient complaint, audiological test battery and/or vestibular test battery selected, patterns of typical test results, and rationale for the test battery supported by evidence from the literature
b) A bibliography for the entire topic in APA format.

Presentations will be evaluated using the scoring methods attached to this syllabus. The final grade for this assignment will also include an evaluation of the handout (i.e. power point notes), the reference list and the student’s ability to facilitate the discussion.

We will use some class time to prepare for presentations and I will provide advice and support as you develop your topic. At least 2 weeks prior to your presentation you should have a reading list prepared. One week prior to your presentation you should have an outline/rough draft prepared to show me so that I can comment and make suggestions. START PREPARING YOUR TOPIC(s) TODAY.

Guidelines for Grading for Oral Presentations
Grading is based upon content, organization, quality of visual materials, delivery, and the ability to answer questions based upon the material.

The “A” presentation (90-100%) 

1) Responds fully to the assignment
2) Provides an introductory overview/preview of what is to be covered
3) Demonstrates excellent structure and style of presentation
4) Demonstrates synthesis of material and directs attention to depth of analysis
5) Uses source data and supporting examples and details
6) Well-organized and unified
7) Excellent delivery
8) Uses audiovisual material adequately and appropriately
9) Is free of errors of grammar, word choice and format
10) Maintains a level of excellence throughout and shows originality and creativity in realizing items #1-9.

The “B” presentation (80-89%)

Performs #1-9 in an excellent way but shows little or not originality or creativity. Contains a few minor errors or flaws.

The “C” presentation (70-79%)

Performs #1-9 in a satisfactory way but contains either many minor or a few serious errors or flaws. Little care or attention to details.

Each presentation will be assessed using the following metric for each aspect:

Scale score: 1 = lowest; 5 = highest

- Introduction provided
- Organization and Flow
- Primary references used to support statements
- Synthesis and depth of understanding of material demonstrated
- Visual aids clear and supportive of topic
- Delivery style
- Grammar, word choice and format
- General comments (superior, excellent, good, fair, poor)
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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Textbook reading</th>
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<tbody>
<tr>
<td>W Jan 14</td>
<td>Introduction and syllabus; assignment of topics, fundamentals; evidence-based practice</td>
<td>Musiek chapters 1 - 2, PensaK+CHOO chapters 1-3; 8 and 13 These are review of anatomy, physiology + diagnostics</td>
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<tr>
<td>W Jan 21</td>
<td>Intro to Pharmacology-BC</td>
<td>PensaK+CHOO Chapter 5 - 6; D2L</td>
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<td>M Jan 26</td>
<td>Imaging-BC</td>
<td>Musiek pg 88-100, PensaK+CHOO Chapter 7; D2L reading list</td>
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<td>W Jan 28</td>
<td>Genetics and Auditory Disorders-BC</td>
<td>PensaK+CHOO Chapter 5, 23; Musiek Chapter 9; D2L</td>
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<td>M Feb 2</td>
<td>CMV-BC</td>
<td>D2L</td>
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<td>W Feb 4</td>
<td>Presbycusis-BC</td>
<td>D2L</td>
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<td>M Feb 9</td>
<td>Diabetes -BC</td>
<td>D2L</td>
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<td>W Feb 11</td>
<td>Prep for presentations</td>
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<tr>
<td>M Feb 16</td>
<td>Otitis Externa and other external ear conditions</td>
<td>Musiek Chapter 4; PensaK+CHOO Chapter 15, 16, 17</td>
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<td>W Feb 18</td>
<td>Otitis media</td>
<td>PensaK and Choo 18 -20</td>
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<td>M Feb 23</td>
<td>Written assignment I and prep for presentations</td>
<td>PensaK+CHOO Chapter 17 and 18</td>
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<td>W Feb 25</td>
<td>Prep for presentations</td>
<td>PensaK+CHOO Chapter 19</td>
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<td>M Mar 2</td>
<td>Cholesteatoma and mastoiditis (prep for presentations)</td>
<td>PensaK and Choo Ch 19- 20</td>
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<td>W Mar 4</td>
<td>Otosclerosis (+ prep)</td>
<td>Musiek Chapter 4, PensaK+CHOO Chapter 21</td>
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<td>Mon 9 Mar</td>
<td>Meniere’s Disease (+prep)</td>
<td>Musiek Chapter 5, PensaK+CHOO Chapter 28,30,34</td>
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<td>W 11 Mar</td>
<td>Auto immune; bacterial and viral infections; sudden and idiopathic hearing loss</td>
<td>Musiek Chapter 5, PensaK+CHOO Chapter 24, 30,34</td>
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<td>14-22 March</td>
<td>Spring Break</td>
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<td>M 23 Mar</td>
<td>Written assignment 2</td>
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<td>W Mar 25</td>
<td>Temporal Bone Trauma –Perilymph Fistula</td>
<td>PensaK+CHOO Chapter 22, 24, 25-27</td>
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<td>M Mar 30</td>
<td>Facial nerve Disorders-Bell’s Palsy</td>
<td>PensaK+CHOO Chapter 29, 35</td>
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<td>W Apr 1</td>
<td>Noise induced hearing loss</td>
<td>PensaK+CHOO 33</td>
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<td>M April 6</td>
<td>CNS Disorders</td>
<td>D2L Musiek Chapter 6 and 7</td>
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<td>W April 8</td>
<td>Auditory Neuropathy--BC</td>
<td>D2L</td>
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<td>W May 6</td>
<td>Final Exam Final Exam 1:00 – 3:00 p.m.</td>
<td>D2L</td>
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**Special Needs and Accommodations Statement**

Students who need special accommodation or services should contact the Disability Resources Center, 1224 East Lowell Street, Tucson, AZ 85721, (520) 621-3268, FAX (520) 621-9423, email: uadrc@email.arizona.edu, http://drc.arizona.edu/. You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The need for accommodations must be documented by the appropriate office.

**Student Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/codeofacademicintegrity/.

**Confidentiality of Student Records**

http://www.registrar.arizona.edu/ferpa/default.htm

**Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.