Meeting time: Mondays 3:30-4:20, Rm. 203
Instructors:
Linda Norrix, Ph.D.       Stephanie Adamovich, Ph.D.       Theodore Glattke, Ph.D.
Office:  Rm 405D       Rm 405E       Professor Emeritus
Office Hours: By Appt.       By Appt.
Phone: 621-4720       621-0380
Email: norrix@email.arizona.edu       sladamovich@email.arizona.edu       glattketj@comcast.net

D2L Website: SLHS795A FA13 003

COURSE OBJECTIVE:
This course will provide an opportunity for students to share and discuss clinical cases. Through these discussions, students will have an opportunity to become prepared for their 3rd year oral examination and practice critical thinking skills within the context of a clinical case.

COURSE REQUIREMENTS:
1. Regular attendance: Students are allowed one absence, irrespective of the reason for the absence. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Deans designee) will be honored. Any other absences must be discussed and approved by the instructors. Course grade will drop one letter grade for each unapproved absence.
2. Utilizing an evidence-based approach, each student will present an audiologic case in a grand rounds format and students will defend their presentation.
3. Students will be asked to prepare two general questions (see assignments below) on any aspect of audiology that they will ask seminar participants during class. The question may include visuals such as a sample audiogram, verifit printout, ABR waveforms. Think about Bloom’s Taxonomy when writing your questions for the presenter. Aim for the higher levels of abstraction.
   Participation is expected including asking questions during grand rounds presentations.

GRADING:
Participation: 10
Presentations (see grading rubric): 90

TOTAL: 100 points

Grades will be based upon percentage of the cumulative score of 100 points (90-100% = A; 80-89% = B, etc.). There will be no re-grading.

PRESENTATIONS:
Pediatric and adult audiology represents a wide variety of etiologies, diagnoses, management approaches and outcomes. Each student will present a case based on an actual patient seen over the last two years that is challenging or unique. Alternatively, the case may be representative of a particular disorder (but your case cannot be a case that you have previously presented in any other course). Please email your
case focus (e.g., pediatric patient with unilateral hearing loss) and two learning objectives to the instructors during the 1st week of class. Each grand rounds presentation should be no longer than 15 minutes and include the following:

1. Title
2. Learning Objectives (refer to Learning Objectives ppt)
3. Case History/Background Info
4. Assessment
5. Management/Treatment Options
6. Summary Statement (Brief bullets of 4-5 statements)
7. References

Ideas for Titles:
- Asymmetric hearing loss: When is it too much?
- Mild hearing loss: Is it functionally significant?
- What is the correct diagnosis: ***?

Possible Case Topics:
- Syndrome XY or Z
- Infectious Disease (CMV, Meningitis, etc.)
- Presbycusis, Otosclerosis, Bells Palsy, etc.

Following the presentation, faculty and students will ask the presenter questions about the case and/or general audiologic cases. Following the question/answer session the presenter will self-evaluate his/her performance while the class evaluates the presenter’s performance. A final meeting between the instructors and the presenter will provide feedback on student strengths and suggestions for improvement.
Students will be able to:

1. Write learning objectives and questions using guidelines from Bloom’s Taxonomy.
2. Communicate details of an audiologic case using oral and powerpoint skills.
3. Provide a comprehensive assessment plan for a client with a hearing disorder.
4. Interpret behavioral and/or electrophysiologic methods used to assess hearing thresholds and/or auditory neural function.
5. Interpret otoacoustic emissions and/or acoustic immittance (reflexes) test results.
6. Summarize audiologic findings, generate recommendations, and develop an audiologic treatment/management plan.

These learner outcomes are in accordance with ASHA Knowledge and Skill areas (2012).

**A22. Oral and written forms of communication**
**C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems**
**C5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function**
**C7. Conducting and interpreting otoacoustic emissions and acoustic immittance (reflexes)**
**C9. Evaluating functional use of hearing**
**C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan**
**D2. Development of a culturally appropriate, audiologic rehabilitative management plan**
Outcomes will be assessed through grading of grand rounds presentation (self-assessment, student assessment, and instructor assessment) and quality of oral responses to questions. Outcomes will also be assessed by examining student’s development of questions for presenters and online discussion/activities regarding Learning Objectives.

The information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructors.

POLICIES
1. 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 us official notification of your accommodations needs as soon as possible. Please plan to meet with us by appointment to discuss accommodations and how our course requirements and activities may impact your ability to fully participate. The need for accommodations must be documented by the appropriate office.

2. 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

3. It is expected that cell phone and pagers be tuned off during class.

4. The University seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. Threatening behavior can harm and disrupt the University, its community and its families. See: http://policy.web.arizona.edu/threatening-behavior-students

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

6. Student Records are Confidential. See: http://www.registrar.arizona.edu/ferpa/default.htm