

## *Course Syllabus*

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### **Course Information**

Course Number/Section	AUD 6114
Course Title	Grand Rounds in Audiology
Term	Fall Term, 2016
Class Times/Days	Wednesdays 1:30-2:30 p.m.; Callier Center Dallas, Room C-114 (Glorig Auditorium)

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### **Professor Contact Information**

Professor:	Ross J. Roeser, Ph.D.
Email Address:	roeser@utdallas.edu
Office Room:	Callier A138
Office Phone:	(214) 905-3116
Office Hours:	Wednesday 10:00 a.m. to noon (and by appointment)

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### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

- 1) Three semesters of enrollment in UTD/Callier AuD courses
  - 2) Students not having three semesters of enrollment in UTD AuD courses must seek approval from the instructor before registering for this course.
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### **Course Description**

Class meetings will consist of two activities: a student **case study** presentation or present a critical review of a publication that is selected either by the student or the student's mentor.

**This course has been designed to ensure that students demonstrate required Knowledge and Skills (Standard IV) as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Audiology. The specific standards addressed in this class are:**

- **IV-B (Foundations of Practice)**
- **IV-D (Evaluation)**
- **IV-E (Treatment)**

Note: Individual description of ASHA standards can be obtained at web address:

[http://www.asha.org/about/membership-certification/certification/aud\\_standards\\_new.htm](http://www.asha.org/about/membership-certification/certification/aud_standards_new.htm)

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### **Student Learning Objectives/Outcomes (note: ASHA guidelines in parentheses)**

After completing this course, students should be able to:

- 1) Describe differential audiological protocols for diagnosis of hearing loss and/or impaired auditory system (Standard IV-D4, D5, D6, D7, D8, D12)
- 2) Describe relevant etiological and medical causes of hearing loss (Standard IV-D4, D5, D6, D7, D8, and D12)
- 3) Interpret diagnostic audiological procedures (behavioral, electrophysiological, electroacoustic, and immittance) and treatments used in the general population (Standard IVB-9, B11, B12; IV-D4, D5, D6, D7, D8, D12)
- 4) Interpret the impact of pathophysiology on the auditory system (Standard IV-D4, D5, D6, D7, D8, and D12)

- 5) Describe and apply evidence based practice principles used to determine best clinical practices (Standard IVB-9, B11, B12; IV-D4, D5, D6, D7, D8, D12)
  - 6) Describe and *apply* ethical considerations and professional issues and their impact on assessment and treatment of individuals with hearing deficits. (Standard IV-D4, D5, D6, D7, D8, D12)
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### **Suggested Textbooks and Materials**

None.

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### **Assignments & Academic Calendar**

Second and third year students will sign up to present either a case study presentation or a critical journal article review.

**Requirements for all Presenters:** Students giving presentation will be required to select their **faculty mentor\*** (teaching faculty or faculty associate/Callier Center audiologist, or off campus supervisor) well in advance (typically several weeks) of their presentations. The final PowerPoint presentation must be sent to the faculty mentor at least one week prior to the date of their presentation. Following the presentation, students will be required to meet with the faculty member mentor to discuss their presentations. Each step of the process will be recorded on a process/grading form that will be turned in by the student to the course instructor. Case study presenters are required to send the title of the topic to Cathy Bittner the Friday before the presentation so that she can have the information posted on the Callier electronic bulletin board the Monday before the presentation.

**PRESENTERS ARE REQUIRED TO EMAIL THEIR PRESENTATIONS TO DR. ROESER BY NOON OF THE DAY OF THEIR PRESENTATION SO THEY CAN BE PLACED ON THE CALLIER SERVER. PRESENTERS WILL NEED TO BRING A HARD COPY OF THEIR PRESENTATIONS AT THAT TIME. PRESENTERS ARE EXPECTED TO BE IN THE GLORIG AUDITORIUM AT LEAST 15-30 MINUTES BEFORE THEIR SESSION BEGINS. DR ROESER WILL ENSURE ALL AV EQUIPMENT IS FUNCTIONING APPROPRIATELY AND LOAD THEIR PRESENTATION INTO THE SYSTEM. STUDENTS SHOULD ALSO BRING A COPY OF THEIR PRESENTATIONS TO THEIR PRESENTATIONS ON A THUMB DRIVE IN THE EVENT THAT THE NETWORK ISN'T AVAILABLE.**

**Case Study Presentations:** Students enrolled in the course will present a (20-25 minute maximum) case study on a patient they were involved in for audiological diagnostic or treatment procedures. Following each case study and before each journal article review the course instructor will call on students to lead the discussion regarding the presentations made, or be asked questions regarding the article to be discussed. Two discussants/questioners will be selected for each presentation WITHOUT REPLACEMENT, but a third might be selected from the 2<sup>nd</sup> and 3<sup>rd</sup> year students at random.

**Critical Journal Article Review-**in concert with the student's mentor, an article relevant to audiology/hearing science will be chosen and the student will present a critical review. The review will follow the general guidelines for evaluating evidence based practice in audiology. Examples of such guidelines are available in articles such as Palmer, et al (2008) Is it REAL: Research evaluation for audiology literature. The Hearing Journal, 61 (10), 17-28 and Cox, R (2005) Evidence-based practice in provision of amplification. J Am Acad Audiol, 16: 419-439. Students are required to identify their mentor on the schedule requested by the course instructor, choose their article and submit a copy of the article to the class instructor (Roeser) when requested. Once the articles are sent to the instructor a listing will be provided for the entire semester and the articles will be placed online for the students and faculty to read them before the class session they are to be discussed. At the beginning of the class period, the class instructor will ask two students a question about the article before the presenter makes the presentation. After the presentation, all members of the audience will be asked to comment/question the speaker about the information presented.

Students presenting Journal Article Reviews should use the following format:

- a. Before the presentation begins, the instructor will call on two students, one at a time. The presenter will have prepared to substantive questions regarding the article he/she is reviewing and to ask to each student. If a student does not answer the question accurately, at the end of the presentation the presenter will ask the student the same question for the student to answer correctly.
- b. The first slide should be the title of the paper that is to be presented, and the source of the article including the title of the publication, the authors, the year of publication, the volume, and the page numbers.
- c. The second slide should be titled, "Publication/Source History" and include the following when possible:
  1. How long the publication has been in existence.
  2. A statement whether the publication is peer reviewed.
  3. Whether the publication is online only, print only or online and print.
  4. The impact factor for the publication.
  5. Whether the publication is open access.
- d. The third slide should be a summary of the article including a statement whether there were significant findings and what they were. In addition, a statement should be included regarding whether the results/information might be translated into everyday/clinical use. If so, how?

\*NOTE: Faculty mentors are limited to mentor **no more than two students per semester** and must agree to be present during the presentations. If the faculty mentor is unavailable for a scheduled presentation, a **SURROGATE FACULTY MENTOR** who is familiar with the topic of the presentation and is able to attend the presentation can be substituted.

**Materials for the class will be place on the UTD/Callier server at K:\Dept\Callier\Academic Programs\AuD\Grand Rounds**

### **Course & Instructor Policies**

- **Class attendance. All AuD students enrolled in the class (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year) are required to be present for each class session. Students can be excused from attending a class only if they notify the class instructor (Dr. Roeser) by email at least one hour prior to the beginning of class and the absence is approved. Students who have more than one unexcused absence will be given an incomplete for the course and required to complete an additional assignment by the course instructor (Dr. Roeser) to receive a final grade.**
- Students should contact the instructor by email or in person by the end of the first week of class if accommodations are required by the student for class activities (absence or inability to participate in a session). See Disability Services (below) for more details.

Classes will meet and student assignments will following the schedule attached.

### **Grading Policy:**

**This course will be offered on a PASS/FAIL Basis. To receive a grade of PASS, students must:**

- A. Complete and satisfy all necessary requirements involved in the preparation, delivery, and review of their case study presentation as described by the course instructor by submitting a completed Process/Grading Form to the course instructor for their case study presentation (see below).
- B. Complete and satisfy all necessary requirements involved in the preparation, delivery, and review of their selected audiology topic by submitting a completed Process/Grading Form to the course instructor for their selected audiology topic presentation (see below).
- C. Participate in class discussion (see below).
- D. Miss no more than one class meeting unless otherwise approved by the course instructor in advance, or make a second presentation that is judged to be passing.

### **Professional Dispositions**

Professional dispositions refer to the values, commitments, and professional ethics that influence behaviors toward instructors, peers, and those in the community. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

1. Arriving at class at the designated class start time.
  2. ***The use of laptop computers and/or cell phones is not permitted during the class sessions. Students will be asked to turn them off at the beginning of each session.***
  3. ***Sidebar conversations should not occur during presentations and/or during group discussions. Should they occur the class instructor will stop the presenter and ask students to discontinue these conversations.***
  4. Preparing for class by reading the assigned materials and preparing for the presentation.
  5. Participating in class discussions in a constructive manner.
  6. Interacting in a professional manner (verbally and nonverbally) with the instructor and other students.
  7. Taking responsibility for professional learning.
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### **Comet Creed**

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

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### **UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.