# Syllabus: Medical Aspects of Audiology

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**E-mail:** Sarah.Leopold@usu.edu  
**Office hours:** By Appointment  
**Textbook:** "Disorders of the Auditory System" by Musiek, Baran, Shinn & Jones  
**Additional readings in schedule**

## Schedule & Readings

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case histories/Referrals</td>
<td>Case history examples in Intro Module</td>
</tr>
<tr>
<td><strong>NO CLASS</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>Infection management</td>
<td>Infection control protocol in Intro Module</td>
</tr>
<tr>
<td>Intro: Outer Ear</td>
<td>Musiek Text: Pages 11-16</td>
</tr>
<tr>
<td>Diseases of the Outer Ear</td>
<td>Musiek Text: 105-109</td>
</tr>
<tr>
<td>Presentation 1: Congenital Malformations of the Outer Ear</td>
<td>&quot;Effect of Amplification on Speech and Language in Children with Aural Atresia&quot; in Outer Ear Module</td>
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<tr>
<td>Intro: Middle ear</td>
<td>Musiek Text: Pages 16-20</td>
</tr>
<tr>
<td>Diseases of the Middle Ear</td>
<td>Musiek Text: Pages 109-154</td>
</tr>
<tr>
<td>ENT Presentation</td>
<td>&quot;Partial Mastoid Obliteration...&quot; in Middle Ear Module</td>
</tr>
<tr>
<td>Presentation 2: Mastoid Disease &amp; Cholesteatoma</td>
<td>&quot;Treatment Patterns for Pediatric Acute Otitis Media...&quot; in Middle Ear Module</td>
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<tr>
<td>Presentation 3: Otitis Media</td>
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<tr>
<td><strong>NO CLASS</strong></td>
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<tr>
<td>Presentation 4: Otosclerosis</td>
<td>&quot;Otosclerosis: Thirty Year Follow Up After Surgery&quot; in Middle Ear Module</td>
</tr>
<tr>
<td><strong>MIDTERM</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>NO CLASS</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>Intro: Inner Ear</td>
<td></td>
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<tr>
<td>Diseases of the Inner Ear</td>
<td>Musiek Text: Pages 20-38 and 52-59</td>
</tr>
<tr>
<td>Presentation 5: NIHL &amp; Tinnitus</td>
<td>Musiek Text: Pages 169-231</td>
</tr>
<tr>
<td>Presentation 6: Vestibular diseases (BPPV)</td>
<td>&quot;Noise Induced Hearing Loss&quot; in Inner Ear Module</td>
</tr>
<tr>
<td>Presentation 7: Ototoxicity</td>
<td>&quot;Retrospective Data Suggestions that the Higher Prevalence of Benign Paroxysmal Positional Vertigo...&quot; in Inner Ear Module</td>
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<tr>
<td>Presentation 8: Infectious Diseases of the Inner Ear/Idiopathic SNHL</td>
<td>&quot;Proposed Comprehensive Ototoxicity Monitoring Program...&quot; in Inner Ear Module</td>
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<tr>
<td></td>
<td>&quot;Controversies in the Management of Sudden Sensorineural Hearing Loss...&quot; in Inner Ear Module</td>
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</tbody>
</table>
Presentation 9: Menieres Disease
"Diagnostic Criteria for Meniere's Disease" in Inner Ear Module
Presentation 10: Presbycusis
"Presbycusis" in Inner Ear Module
Presentation 11: Congenital / Syndromes / Genetic
"Guidelines for Audiologists on the Benefits and Limitations of Genetic Testing" in Inner Ear Module
Intro: Retrocochlear
Musiek Text: Pages 39-52
Retrocochlear Diseases
Musiek Text: Pages 239-275
Presentation 12: VII and VIII Nerve Tumors
"Progress of hearing loss in neurofibromatosis type 2...." in Retrocochlear Module
No Class
N/A
Non-organic HL / Misc
"Identifying and Prioritizing Diseases..." in Retrocochlear module
FINAL EXAM

Competencies

IDEA Objectives:
1) Gaining factual knowledge (terminology, classifications, methods, trends)
2) Developing skill in expressing myself orally or in writing
3) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Knowledge and Skills Assessment (KASA)

Competencies

A2. Genetics and associated syndromes related to hearing and balance
A3. Normal aspects of auditory physiology and behavior over the life span
A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems
A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services
A10. Pathologies related to hearing and balance and their medical diagnosis and treatment
A16. Effects of cultural diversity and family systems on professional practice
A20. Health care and educational delivery systems
A21. Universal precautions and infectious/contagious diseases
A22. Oral and written forms of communication
A29. Consultation with professionals in related and/or allied service areas
C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning

C4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral

C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan

C11. Referring to other professions, agencies, and/or consumer organizations

D4. Treatment and audiologic management of tinnitus

Evaluation of competencies will be measured by exams throughout the course, as well as participation in class and through reports on specified pathologies presented by students throughout the course. Additional details below.

Assignments

Each student presents one disease (25-35 minutes) and writes a 3-page review paper on that disease = 20% each, Total of 40% KASA: A2 A8 A10 A22

Midterm exam = 20% KASA: A3 A9 A10 A16 A20 A21 A29 C3

Final exam = 20% KASA: A2 A8 A10

Participation in group discussions/readings = 10% KASA: A2 A8 A9 A10 A22

Open-book medical terminology quiz (due February 1 by 5PM) = 10% KASA: A29

Grade Scheme

The following grading standards will be used in this class:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100% to 94.0%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 94.0% to 90.0%</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90.0% to 87.0%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87.0% to 84.0%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 84.0% to 80.0%</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 80.0% to 77.0%</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 77.0% to 74.0%</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 74.0% to 70.0%</td>
</tr>
<tr>
<td>D+</td>
<td>&lt; 70.0% to 67.0%</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 67.0% to 64.0%</td>
</tr>
<tr>
<td>D-</td>
<td>&lt; 64.0% to 61.0%</td>
</tr>
</tbody>
</table>
UNIVERSITY POLICIES & PROCEDURES

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 (Links to an external site.) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge (Links to an external site.): To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

**Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

**Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

**Students with Disabilities**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: [http://www.usu.edu/drc/](http://www.usu.edu/drc/) (Links to an external site.)

Disability related resources for current students:

- [DRC Student Handbook](http://www.usu.edu/drc/)
- [Deaf and Hard of Hearing Student Handbook](http://www.usu.edu/drc/)
Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: [http://www.usu.edu/studentservices/](http://www.usu.edu/studentservices/) (Links to an external site.), 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates: [http://www.usu.edu/ususa/legal/](http://www.usu.edu/ususa/legal/) (Links to an external site.), 435.797.2912, TSC 340,
- Access and Diversity: [http://www.usu.edu/accesscenter/](http://www.usu.edu/accesscenter/) (Links to an external site.), 435.797.1728, access@usu.edu; TSC 315
- Multicultural Programs: [http://www.usu.edu/accesscenter/multiculture/](http://www.usu.edu/accesscenter/multiculture/) (Links to an external site.), 435-797-1728, TSC 315
- LGBTQA Programs: [http://www.usu.edu/accesscenter/lgbtqa/](http://www.usu.edu/accesscenter/lgbtqa/) (Links to an external site.), 435-797-1728, TSC 315
- Provost’s Office Diversity Resources: [http://www.usu.edu/provost/faculty/diversity/](http://www.usu.edu/provost/faculty/diversity/) (Links to an external site.), (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University: [http://www.usu.edu/studentservices/studentcode/](http://www.usu.edu/studentservices/studentcode/) (Links to an external site.).

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII. Grievances (Links to an external site.).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](http://www.usu.edu/studentservices/studentcode/)
- [Student Code](http://www.usu.edu/studentservices/studentcode/)
- [Academic Integrity](http://www.usu.edu/studentservices/studentcode/)
- USU Selected Academic Policies and Procedures (Links to an external site.)
- USU Academic Policies and Procedures (Links to an external site.)
- [Academic Freedom and Professional Responsibility Policy](http://www.usu.edu/studentservices/studentcode/)

Emergency Procedures
In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.