

Course Syllabus ComD 7530

DEPARTMENT: Communicative Disorders and Deaf Education

COURSE TITLE: Balance Evaluation and Management

COURSE INSTRUCTOR: Amy A. Porter, Au.D., CCC-A

Required Textbooks:

Jacobson P., & Shephard N., Balance Function Assessment and Management 2-edition 2014 *San Diego*; CA, Plural publishing

Other Required Reading:

Preferred Practice Patterns for the Profession of Audiology

Approved by the ASHA Legislative Council, December 21, 2006

12.0 Balance System Evaluation

<http://www.asha.org/docs/html/PP2006-00274.html#sec1.4.12> (Links to an external site.)

AAA Position Statement on the Audiologist's Role in the Diagnosis & Treatment of Vestibular Disorders

<http://www.audiology.org/resources/documentlibrary/Pages/VestibularDisorders.aspx> (Links to an external site.)

Learning Objectives:

1. Students will gain factual knowledge of anatomy and physiology of the human balance system
2. Students will learn the fundamental principles involved in evaluation and treatment of dizzy patients
3. Students will learn to apply course materials through laboratory experiences (if available)
4. Students will develop specific skills in the evaluation/treatment of the dizzy patient

These are the competencies that will be met by students upon successful completion of this course:

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 sensory abilities) and how they relate to clinical services

A10. Pathologies related to hearing and balance and their medical diagnosis and treatment

B1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems

B5. Educate individuals on potential causes and effects of vestibular loss

B6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services

C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems

C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning

D3. Determining candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments

Examinations: There will be three section exams and one final exam. Questions will include information from the readings, lectures and study material provided. **Each of the exams may be comprehensive. The final IS Comprehensive, involving Case Studies. No extra credit work will be given.** Exams will be taken at the RCDE testing center. You will need to make an appointment the week of the exam by calling:435-797-3617

Final grade will be determined by compiling the total points accumulated on the exams, assignments, and graded quizzes for each student.

Graded Quizzes: There are two graded quizzes from your textbook for the Anatomy reading that need to be completed on Canvas. The graded quizzes do not require a proctor and are, therefore, open-book.

Assignments: There is one or two group collaboration assignment(s) for this class. You will each submit a participation grade for each member of your group. The grade will be based on participation of the individual to the collaboration as well as the end product.

***Model / Replica of Vestibular system:** This assignment will require students to divide into groups and create a mock-up model of the vestibular system. Simple inexpensive materials can be used. On the day the projects are due, students will actively participate in explaining/discussing the anatomy and physiology of the vestibular system and the vestibular ocular reflex.

Diagnostic Protocol Binder: The students will be expected to turn in a comprehensive diagnostic protocol sheet after each heading is discussed. This sheet should include:

The protocols of each test / section that is discussed. (i.e., test preparation & set-up, testing procedures, purpose of the procedure, normal : what is normal & what does that mean?, abnormal : what is considered abnormal & what does that mean? Differential diagnosis?).

Labs: There will be lab assignments corresponding to the text / lecture throughout the semester.

Evidence Based Research Project: See Canvas for details.

Readings: Any additional required readings, outside of the required textbook, will be available on Canvas.

Details regarding the schedule of course content and examinations will be provided on the calendar and syllabus tab available in Canvas.

TEST SCORES AND GRADES

A = 93.0%+

A- = 90.0-92.9%

B+ = 88.0-89.9%

B = 83.0-87.9%

B- = 80.0-82.9%

C+ = 78.0-79.9%

C = 73.0-77.9%

C- = 70.0-72.9%

D+ = 68.0-69.9%

D = 60.0-67.9%

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 \(Links to an external site.\)](#) [\(Links to an external site.\)](#) 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 \(Links to an external site.\)](#) [\(Links to an external site.\)](#): 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). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced 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/> (Links to an external site.) (Links to an external site.)

Disability related resources for current students:

- [DRC Student Handbook](#)(Links to an external site.) (Links to an external site.)
- [Deaf and Hard of Hearing Student Handbook](#)(Links to an external site.) (Links to an external site.)
- [Disability Related Scholarships](#)(Links to an external site.) (Links to an external site.)
- [Campus Resources](#)(Links to an external site.) (Links to an external site.)
- [Documentation Guidelines](#)(Links to an external site.) (Links to an external site.)
- [Online Resources for Students with Disabilities](#)(Links to an external site.) (Links to an external site.)

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/student-services/> (Links to an external site.) (Links to an external site.), 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates:<http://www.usu.edu/ususa/legal/> (Links to an external site.) (Links to an external site.), 435.797.2912, TSC 340,
- Access and Diversity:<http://www.usu.edu/accesscenter/> (Links to an external site.) (Links to an external site.), 435.797.1728, <mailto:access@usu.edu>; TSC 315
- Multicultural Programs:<http://www.usu.edu/accesscenter/multiculture/> (Links to an external site.) (Links to an external site.), 435-797-1728, TSC 315
- LGBTQA Programs:<http://www.usu.edu/accesscenter/lgbtqa/> (Links to an external site.) (Links to an external site.), 435-797-GAYS, TSC 314
- Provost's Office Diversity Resources:<http://www.usu.edu/provost/faculty/diversity/> (Links to an external site.) (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/> (Links to an external site.) (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 \(Links to an external site.\)](#) (Links to an external site.).

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

- [Student Conduct\(Links to an external site.\)](#) (Links to an external site.)
- [Student Code\(Links to an external site.\)](#) (Links to an external site.)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures\(Links to an external site.\)](#) (Links to an external site.)
- [USU Academic Policies and Procedures\(Links to an external site.\)](#) (Links to an external site.)
- [Academic Freedom and Professional Responsibility Policy\(Links to an external site.\)](#) (Links to an external site.)

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.