



### **SPPA 3510 – Introduction to Audiology**

**Instructor:** Amy Laliros, MA, CCC-A, LSLS Cert. AVT

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**Office Hours:** By Appointment

**Class Meeting Time:** Monday 5:30p.m to 8:00pm .

**Classroom:** Cramer Hall, Room 087

**Outcome Objectives:** At the end of this course, students will be able to:

- demonstrate knowledge of the anatomy and physiology of the hearing mechanism, aural pathology and hearing impairments, hearing conservation, and aural rehabilitation.
- demonstrate knowledge in the physical measurement of sound and psychoacoustics.
- show competency in administering Pure Tone Air Conduction Threshold and Screening Tests.
- demonstrate working knowledge of Pure Tone Bone Conduction Testing, Masking, Speech Audiometry, and Site-of-Lesion Testing.
- demonstrate competency in interpreting conventional audiological test results.
- be able to make recommendations/referrals based on audiometric test results.
- be able to describe the critical role that audiologist plays in the health care continuum

### **COURSE OUTLINE & SCHEDULE**

**Course Requirements & Grading: Please see D2L for specifics and details.**

|                    |                   |
|--------------------|-------------------|
| Quizzes (3)        | 20 points         |
| Assignments (2)    | 10 points         |
| Midterm            | 100 points        |
| Final (cumulative) | 100 points        |
| <b>TOTAL</b>       | <b>280 points</b> |

Quizzes and exams may consist of: multiple choice, fill-in the blank, short answer and/or essay questions.

**Required Textbook:**

**M&C:** Martin, F. and Clark, J. (2012). Introduction to Audiology. Twelfth Edition, Upper Saddle River, NJ: Pearson Education, Inc.

| DATE  | Lecture Topics  | Readings*<br>*subject to change<br>Supplemental in blue  | Assignments        |
|---|---|--|--------------------|
| 1/12  | Introductions<br>Audiology Profession                         | ❖ M&C: Ch1   |                    |
| 1/19  | <b>No Class - Martin Luther King Holiday</b>                  |  |                    |
| 1/26  | Anatomy & Physiology  | ❖ M&C: Ch9 Pgs 218-224 / 234<br>❖ M&C: Ch 10 Pgs 238-245 / 270<br>❖ M&C: Ch 11 Pgs 273-286 / 311 |                    |
| 2/2   | Anatomy & Physiology - Con't                                  | ▪ M&C: Ch9,<br>▪ M&C: Ch10,<br>▪ M&C: Ch11   | Quiz #1            |
| 2/9   | Simple Tests<br>Sound, Psychoacoustics,<br>Measurement        | ▪ M&C: Ch 2<br><br>▪ M&C: Ch3  |                    |
| 2/16  | Sound, Psychoacoustics,<br>Measurement - Con't                | ▪ M&C: Ch 3  | Quiz #2            |
| 2/23  | Review to date<br>Audiograms<br>General Types of Hearing Loss | "How to Read an Audiogram" (FirstYears)  |                    |
| 3/2   | <b>MIDTERM</b>  |  |                    |
| 3/9   | <b>No Class - Spring Break</b>                                |  |                    |
| 3/16  | Hearing Assessment  | M&C: Ch4<br>M&C: Ch 5  |                    |
| 3/23  | AC Thresholds/ Screening<br>(Lab-assignment)                  |  |                    |
| 3/30  | AC Thresholds/ Screening<br>(Lab- assignment)                 |  |                    |
| 4/6   | <b>No Class - Easter Monday</b>                               |  |                    |
| 4/13  | Hearing Assessment - Con't                                    | M&C: Ch6<br>M&C: Ch7   | Quiz #3            |
| 4/20  | Common Disorders Overview<br>Technology & Treatment Overview  |  |                    |
| 4/27  | Review  |  | Assignments<br>Due |
| <b>FINAL EXAM: Monday, May 4<sup>th</sup> from 5:45 to 7:45pm</b> |   |  |                    |

**ASSIGNED ARTICLES: (Available online and/or at Raynor unless otherwise indicated)**

"How to Read an Audiogram: Auditory Thresholds" *FIRST YEARS - Professional Development through Distance Education*. Alexander Graham Bell Association | UNC-CH Division of Speech and Hearing Sciences, Sept. 2011. Web.

**WEBSITES & RESOURCES**

**ASHA Hearing & Balance:** [www.asha.org/public/hearing](http://www.asha.org/public/hearing)

American Academy of Audiology: [www.audiology.org](http://www.audiology.org)

Academy of Doctors of Audiology: [www.audiologist.org](http://www.audiologist.org)

Advanced Bionics: [www.advancedbionics.com/us](http://www.advancedbionics.com/us)

BoysTown National Research Hospital: [www.babyhearing.org](http://www.babyhearing.org)

Cochlear Implant Online: [www.cochlearimplantonline.com](http://www.cochlearimplantonline.com)

Cochlear Americas: [www.cochlear.com](http://www.cochlear.com)

Gallaudet University: [www.gallaudet.edu](http://www.gallaudet.edu)

Hearing Loss Association of America: [www.hearingloss.org](http://www.hearingloss.org)

Listening and Spoken Language Knowledge Center: [www.listeningandspokenlanguage.org](http://www.listeningandspokenlanguage.org)

MED-EL: [www.medel.com/us](http://www.medel.com/us)

National Association for the Deaf: [www.nad.org](http://www.nad.org)

National Center for Hearing Assessment and Management: [www.infanthearing.org](http://www.infanthearing.org)

National Cued Speech Association: [www.cuedspeech.org](http://www.cuedspeech.org)

National Institute of Deafness and Other Communication Disorders: [www.nidcd.nih.gov](http://www.nidcd.nih.gov)

NC Beginnings: [www.ncbegin.org](http://www.ncbegin.org)

Success for Kids with Hearing Loss: [www.successforkidswithhearingloss.com](http://www.successforkidswithhearingloss.com)

**Attendance Policy:**

University Attendance Policy:

<http://bulletin.marquette.edu/undergrad/academicregulations/#attendancepolicy>

Attendance at all class meetings is expected. Any absence, regardless of reason, will prevent the student from getting the full benefit of the course and render the student liable to University censure. It is assumed that no student will be absent from class without reason. Therefore, the instructor does not differentiate officially between "excused" and "unexcused" absences. Four (4) absences will result in a warning and six (6) absences may result in being dropped from the course.

Tests missed because of absence may not be made-up unless an official excuse is presented.

Acceptable anticipated absences:

- The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team.
- Required court attendance as certified by the Clerk of Court.
- Religious observances when certified by a letter from the student's parent(s) or religious leader.
- Required military duty as certified by the student's commanding officer.

Acceptable emergency absences:

- Illness or injury when certified by an attending physician, dentist, or nurse. The certification should show the date service was provided to the student but should not describe the nature of that service.

- Death or serious illness in the immediate family (parents, step-parents, siblings, spouse, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great grandparents, grandchildren, aunts, uncles, nieces, and nephews) when certified by a letter from the student's parent(s) or spouse.

**Final Exam Cancellation Due to Severe Weather Policy:** In case of severe weather, the final exam will be cancelled and grades calculated on the basis of work completed to date. Severe weather refers to a situation such that the University is officially closed.

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**Grading Policy:** Failure to complete an assignment will result in an incomplete grade for the course. Failure to take any test will result in 0 points. There are no make-up exams in this course unless an official excuse is presented (see above).

An approximate letter grade will be assigned for each test. Final grade will be based on the number of points accumulated out of a possible 300 points and overall class performance. Letter grades will be assigned per the following:

**Grading scale:**

|    |            |
|----|------------|
| A+ | 97% - 100% |
| A  | 93% - 96%  |
| A- | 90% - 92%  |
| B+ | 87% - 89%  |
| B  | 83% - 86%  |
| B- | 80% - 82%  |
| C+ | 77% - 79%  |
| C  | 73% - 76%  |
| C- | 70% - 72%  |
| D+ | 67% - 69%  |
| D  | 63% - 66%  |
| D- | 60% - 62%  |
| F  | 59% - 0    |

**Marquette Grading Roster:**

|    |            |
|----|------------|
| A  | 93% - 100% |
| AB | 92% - 87%  |
| B  | 86% - 81%  |
| BC | 80% - 77%  |
| C  | 76% - 71%  |
| CD | 70% - 67%  |
| D  | 66% - 60%  |
| F  | 59% - 0    |

### **Citation Guidelines and Policy on Academic Dishonesty**

Refer to <http://www.marquette.edu/academics/regulations/acaddishonesty.html> for guidelines and disciplinary procedures relating to academic misconduct.

All works and materials used in researching a paper should be reference in the body of the paper and cited in the bibliography. Disciplines follow a variety of styles appropriate to their area. In Speech-Language Pathology and Audiology, we follow the citation style developed by the American Psychological Association - commonly referred to as APA Style. See

Proper citation and attribution of materials and ideas builds a logical foundation for your arguments. It also ensures that your readers can know what is your original contribution to the field of knowledge, as well as what sources have helped you to form your argument. Cite well!

**ASHA Certification Standards:** Satisfactory completion of this course is intended to assist students in meeting the following knowledge and skills required for the American Speech-Language-Hearing Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology as they apply to hearing and hearing disorders:

- Standard III-C: Knowledge of the nature of hearing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
- Standard III- D: Knowledge of the principles and methods of prevention, assessment, and intervention for people with hearing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorder and the impact on speech and language.
- Standard IV-G: Clinical Skills Outcomes – Hearing

**WI-DPI Standards:** Satisfactory completion of this course is intended to assist students in meeting the following requirements for WI-DPI Licensure as they apply to hearing and hearing disorders:

- Standard 1a, c, d, e.
- Standard 2 Learning: a-e
- Standard 2 Application: b,c,d
- Standard 3: e
- Standard 4: a-c
- Standard 5: c
- Standard 6: a, b, c, e
- Standard 7: a
- Standard 9: a, b, c, e, f