CMDS 8950: AUDIOLOGY GRAND ROUNDS
Credit hours: 3    Spring 2014
Dr. Sridhar Krishnamurti
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Office Hours: T Th 12-2 & by appt
Phone: 844-9600 or 844-9627 for special appointment

Class meets: Th 8:20-10:50; Haley 2414

Text: None; Readings will be provided every week.

Course Description: Discussion/Seminar in timely clinical issues in Audiology, Clinical problem solving and case studies in contemporary audiologic service delivery. Pre-requisites: department approval.

Knowledge and Skills Covered and How Assessed:

Specific academic/conceptual and clinical objectives of this course include items covered in ASHA’s “Knowledge and Skills Acquisition” (KASA) system
Standard IV-D (Intervention/Treatment):

D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication; D3. Determination of candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments; D4. Treatment and audiologic management of tinnitus

Standard IV-F (Education/Research/Administration):
F4. Administering clinical programs and providing supervision of professionals as well as support personnel

Behavioral Definition: The student will be able to demonstrate acquisition of the knowledge sets enumerated below within acceptable levels. Success is defined as achieving a minimum of 60 percent accuracy per knowledge set (60% equivalent to D average on a 10-percent assessment scale; this is a minimal passing grade.)

Assessment Methods: The learning outcomes may be measured by the following: homework (H), laboratory exercise (L), case study presentations per knowledge subset.

Remediation: The student not achieving a minimum of 60% in any of the ten knowledge subsets listed below must address that particular inadequacy before the professor signs compliance. This typically is to be done shortly after an exam or conclusion of the topic. Remediation may involve any of the following: retesting in that
area and/or brief research with written explanation. KASA compliance is separate from the course grade and passing one does not necessarily indicate passage of the other in areas of: 1) Case studies and 2) answering questions related to weekly readings.

**Sequence of Topics**

**Epidemiology**

fMRI
Reading: fMRI

ECochG; Student presentations
Reading: ECoChG articles

Speech intelligibility in elderly; Student presentations
Reading: Speech intelligibility in elderly

Auditory Neuropathy; Student presentations
Reading: Auditory Neuropathy (articles)

VEMP; Student presentations
Reading: VEMP articles

Balance; Student presentations; Reading: Balance

ABR issues; Student presentations
Reading: BC ABR (article, Cone-Wesson)

Cochlear implants; Student presentations
Reading: Cochlear implants (articles)

Alzheimer’s disease; Student presentations
Reading: Alzheimer’s disease

Ototoxicity Monitoring; Student presentations
Reading: Ototoxicity monitoring

Practice issues; Student presentations
Reading: Practice issues

Tinnitus; Student presentations
Reading: tinnitus

Monitoring in OR; Student presentations
Reading: Non-auditory EPs

January 16
January 30
February 13
February 27
March 20
April 3
April 17
April 24**This is also an important date for me as it helps everyone get their final paperwork turned in on time.

Spring break: March 10-14

AAA convention: March 26-29

Course Requirements & Comments:
Auburn University has an attendance policy and students are expected to attend all scheduled classes. You are expected to communicate with the instructor prior to any such absences and be willing to make up time, if necessary.

You are expected to attend and take the major exams covering the outlined topic areas. The approximate date of each exam was shown above; any alteration of these dates (earlier or later) will be announced at least one class day in advance.

Evaluation:

Student case study presentations | 50 points
Readings: completed answers | 50 points

Points earned on all case study presentations and assigned readings will be tallied and compared to the total possible number of points that could have been earned this semester. A percentage will be computed. The final average will reflect extra credit earned (if any). Grading for this course is based on a 10-percent scale in which 90% of the total points possible equals an “A”, 80% equals a “B”, etc. Mathematical rounding (of .50 = higher but .49 = lower) will be adhered to in determining the final grade.
Methodology:
- Class lectures and lab by the professor
- Blackboard readings assigned weekly
- Case study presentations

Student Evaluation of Course and Professor:
Provided will be the IAS evaluation instrument expected by Auburn University and augmented with anonymous comment sheet to collect further input from students.

Academic Honesty:
Honesty is expected in this class at all times; violations will be reported to the Academic Honesty Committee according to the procedures outlined in the Tiger Cub.

Students With Disabilities:
Students with disabilities who may need accommodations in this course should first work through the Program for Students with Disabilities. The eligible student should arrange a meeting with Dr. Krishnamurti during the first week of class; come during office hours or visit/email for an appointment. Bring the Accommodation Memo and Instructor Verification Form to this meeting so that your needs for this particular class may be discussed.

If the students do not have an Accommodation Memo but need special accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

Disruptive Behavior:
Maintenance of a constructive learning environment is essential in this course. Behaviors cited as disruptive will not be tolerated and will be dealt with according to university policy (see www.auburn.edu/administration/governance/senate/behavior_policy_may03.html).

Emergencies:
Situations signaled by the university fire alarm, weather siren, or other warning systems may occur during this class period. Instructions issued by the teacher or other university personnel should be followed and may include to “shelter,” to “evacuate,” or to “barricade” in the room (see www.auburn.edu/administration/rms/emergency.html).

When sheltering, anatomy students are to walk calmly to the nearest Severe Weather Shelter Area (green and white mall-mounted signs) which is the hallway beside Dr. Krishnamurti’s office and outside room 1239. Students should assemble there, sitting in the hallway, so that all classmates can be accounted for. Dr. Krishnamurti will join the class after his duties securing the clinic area.
When evacuating, students are to walk calmly down the hall: exit the classroom to the right and at end of that hall turn left heading toward glass exit doors and the Haley concourse. Cross the concourse and assemble in the grassy knoll leading to Cater Hall. Students should gather in the grassy knoll so that all classmates can be accounted for. Dr. Dr. Krishnamurti will join the class after his duties securing the clinic area. When barricading in the room, turn out lights, draw blinds, turn off computers and cell phones, barricade the door, stay away from windows, and crouch behind furniture and walls.