AUD 891  
Online Integrative Seminar  
Fall 2014

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Office Hours: Mondays, 12:30-1:00; 1st, 3rd and 4th Thursdays (4:30-5:30)

Class Meeting: Online on Blackboard Wednesdays 6:30-8:00 PM PST

Resource Text:  
- Ethics in Audiology: Guidelines for Ethical Conduct in Clinical, Educational, and Research Settings ("The Green Book")

Course Description:  
The intent of the course is to discuss and review experiences, topics and interesting clinical cases encountered by the students during their externship experience. The externship is designed to enhance students’ critical thinking, reasoning, and problem-solving skills in real-world clinical experiences and students will be enrolled in this experience at the same time as this course. In addition, this course serves to discuss critical issues such as cultural awareness regarding clinical service delivery, ethics, Federal and State laws of recordkeeping and protecting personal health information.

Students who need accommodation of their disabilities should contact me privately, to discuss specific accommodations for which they have received authorization. If you need accommodation due to a disability, but you have not registered with Student Disability Services at (619) 594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see me or discuss with me.

Course Requirements:
1. Attendance 20%  
2. Participation 40%  
3. Continuing Education Mini Project: Discussion Topic 10%  
4. Ethical/Legal Topic Discussion Board Leader 10%  
5. Free Choice Case Presentation 10%  
6. Cultural Diversity Case Presentation 10%

Attendance:  
Attendance in the class chat is mandatory. Only documented absences are acceptable (doctor’s note, accident report, etc.) and an alternative assignment will be provided by the instructor in order to make up the excused absence.

Participation:
Participation includes both active interactions during online class meetings as outlined for the different types of assignments in the syllabus, and postings on the discussion board. Points will be received for posting and appropriately responding to discussion board topics and other topics by each deadline and attending/actively participating in the online chat. Each week there will be points assigned according to the appropriate participation rubric for in class participation: credit will be assigned according to the rubric for students who actively and meaningfully engage in online class discussions, including asking questions and contributing comments. Credit will be reduced for incomplete participation for the Ethics Discussion Board and Mini Projects as per the Participant Grading Rubrics posted on Blackboard.

**Blackboard:**
All students have been automatically enrolled in this class using blackboard. ([https://blackboard.sdsu.edu](https://blackboard.sdsu.edu)). You will participate in the online sessions by logging into the Collaborate tab in the course. Go to Tools, click on Blackboard Collaborate, and then click to Join Room.

**DISCUSSION BOARD:** There will be one assignment of a discussion board topic during the semester relating to ethics/legal issues in audiology.

**Blackboard ETHICS Discussion Postings:**

Students will be required to serve as a discussion board leader once in the semester. This involves posting a topic on the course’s Blackboard Discussion Board related to ethics in audiology. The specific issues are to be selected by the student; however the specific issue must be related to ethics or legal considerations in Audiology. Also, the posted topic should be one that encourages participation and discussion both on the discussion board and in class; a prompt that elicits a yes/no or very brief answer is not acceptable. The topic posting is due to be posted on the Blackboard by **MIDNIGHT PST 9 days prior to the in class discussion** — That is, 9 days prior to the due date. So, if the class discussion date is Wednesday 9/10/14, posting should be up on BB by **MIDNIGHT** on Monday 9/1/14 and will be discussed via postings throughout the week. The discussion board leader must also respond to each student by **MIDNIGHT PST 2 days before they will be leading the class discussion (Monday night).** This will give class members an opportunity to review their comments, continue to dialogue and prepare their thoughts for the chat. If the date for leading the chat discussion topic is 9/10/14, then the leader must have made all their responses (a minimum of one to each classmate) on 9/8/14 by midnight. Discussion board topics that are posted late will have one point deducted from the final score for that particular presentation. In addition, a one point deduction will be taken from the final score if the discussion board leader has not responded to classmates by the deadline, possibly resulting in a further decrease in the final score. See the Ethics Discussion Board Leader Grading Rubric for additional information on how points are distributed.

Each student is required to respond at least once in the threads posted by the discussion leader, and the discussion leader is required to respond at least once to each student; obviously, some discussions will involve multiple posts for some students if the topic is lively enough, so the leader is not required to respond to ALL posts, but by responding at least once a real discussion will get going.
Initial responses by class members to the leader’s post should be made no later than **MIDNIGHT PST** on the Friday of the week before the class discussion on that topic will occur. If the date of the upcoming chat discussion is 9/10/14, responses to the leader should be made by **MIDNIGHT** on Friday 9/5/14 to allow the discussion leader time to review all the posts and respond, allow for further discussion, and so that they can lead additional discussion online related to this topic as well as in the chat session that would occur on the chat date (e.g., 9/10/14). Late postings by class members will not receive credit for participation according to the grading rubric. The discussion board leader should be prepared to lead a discussion in chat regarding their topic and the blackboard discussion from that week which lasts approximately 30 minutes.

*Out of courtesy to the discussion board leaders, class members should avoid waiting until the last minute before the deadline to post their responses. The online discussions will be more satisfying and interactive if everyone responds throughout the week.*

**CONTINUING EDUCATION MINI PROJECT: Discussion Topic**

As you go through the externship experience, it is in some ways a bridge between your time as students and licensed audiologists. Once you graduate, the responsibility for maintaining currency in the way you practice audiology will become yours. This assignment is one way to allow students to research and delve into areas where they would like more information and resources that they would like to have learned more about in the program, and/or topics that particularly relate to the clinical experiences being obtained in the externship. The intent is for it to be practical, helpful and usable to your clinical growth and practice, and encourage the premise of lifelong learning as an audiologist.

Students will sign up and choose a topic for the mini project (suggested topics are listed on Blackboard under the Assignments tab but others may be considered). The topic must be approved by the instructor. Each student will choose from the available dates as to when they will present their topic to the class. Post your topic and the date you are signing up to present under the Mini Project tab on the discussion board. **The due date for signing up is Wednesday Sept 3 at midnight.**

Requirements for the mini project are:

**PRESENTERS:**

1) Each person will post a brief written post on Blackboard on their topic two days prior to their presentation/discussion in chat. For example, a mini project presentation due 10/1 will require the written post to be posted by 9/29 at midnight. **This should include a) what you researched, b) why you wanted to delve into this topic, c) basic information about what you learned, d) any things you want the class to think about in preparation for discussion, and e) at least 2 resources that you used.**

2) Your “research” may include journal articles, books, or other resources which would be helpful. This assignment is **not** intended to be a big research endeavor, but a means of finding out more about your topic, sharing it with the class and leading a meaningful discussion.
3) You will present what you learned in chat on the week your group signs up for. You should be prepared to lead an in-class discussion/presentation on the topic that is approximately 40 minutes in length. Your presentation can involve whatever you wish—PowerPoint, using the white board in Blackboard to draw things, writing down student input that you solicit—you can be creative. You do not need to have the entire topic to be addressed as a presentation; **making the topic as interactive/involving discussion as possible is highly encouraged.** All topics must be approved by the instructor.

4) Classmates will be required to review your mini project posting prior to your presentation in chat. They will be required to bring to chat 2 discussion questions—one for each of the mini project presenters. The presenters will be graded on their facilitation of the in-class discussion and engaging the class in the discussion. They are not required to know “all the answers” on the topic for the discussion based on class discussion questions, but be able to competently engage the class in addressing the topic, and articulate what they have learned.

5) A rubric is posted on Blackboard as to how the mini project will be graded. Each presenter will be graded on the online post about their topic, their presentation/discussion, meeting deadlines, and how they facilitate the in-class discussion on the topic.

**CLASS MEMBERS:**

Class members are required to review the mini projects which are posted online **PRIOR** to class. The mini projects will be posted online by midnight 2 days prior to the date of chat. For example, for a mini project presentation scheduled for 10/1, the mini project will be posted by midnight on Saturday, 9/29. Class members will develop 1 discussion questions/comments related to the mini project for EACH presenter and bring them to class. **Class members will be graded on the quality of their question, as well as on their participation in the chat, and whether they have shared their discussion questions during the in class session.**

**CASE PRESENTATIONS:**

Students will be required to present two cases of unique patients/experiences during the semester. The presentations should cover different clinical experiences (diagnostics, hearing aids, vestibular, CI, etc.) and one of your presentations must relate to cultural diversity and exhibit culturally appropriate/culturally sensitive assessment, treatment, recommendations, and/or collaboration. Students will receive their assignments for the presentations the first week of class, and will prepare a PowerPoint presentation for their classmates to review prior to the class meeting. The presentation leader will subsequently lead the discussion regarding the case during chat on the assigned week (actual presentation will not be reviewed extensively during class time). Presentations need to be in PowerPoint and should include all relevant clinical data for review; you are not required to scan in audiograms or other data if you cannot obtain the information without breaching your site’s confidentiality policy, but please make sure that the data is presented in another way (e.g., thresholds presented in table form, etc) so everyone has access to the information. Each presentation and the resulting discussion should last 30 minutes, so your PowerPoint presentation/content should be prepared in a way that will lend itself to the discussion lasting the full time; for example, preparing a slide of ‘discussion points’ or omitting some critical information and/or final outcomes for the case from your PowerPoint would encourage critical thinking and discussion in class. A rubric will be posted under the course documents tab on
Blackboard to provide guidance on preparing your presentation and will outline the components that you will be graded on, which includes your leading of the presentation and discussion of the case in class. Students will post their presentation in the discussion forum by **Midnight PST on MONDAY** before the due date/class presentation date to allow other students to review the case prior to class (e.g., if case is due to be discussed on Wednesday, 9/10/14, it would need to be posted by midnight on Monday 9/8/14). Case presentations that are posted late will have **one point** deducted from the final score for that particular presentation, which will result in a half letter grade reduction as each presentation is worth 20 points. **Class members are expected to have reviewed the case prior to chat.** If you wish, the instructor can load your power point into the presentation board in our Collaborate classroom.

**SUMMARY of Due Dates and Requirements:**

**Case Presentations:** Power Points must be posted by midnight on the MONDAY prior to the date they are to be presented in class (2 days ahead).

**Continuing Education Mini Project:** Sign-ups for the Mini Project and presentation dates are due by Wednesday 9/3 at midnight. Topics must be approved by the instructor.

**Mini Project Presenters:** Written information on your subtopic is due 2 days prior to the day you will present in class (Monday night at midnight). **EACH** presenter will be graded on the online post about their topic, their presentation/discussion, meeting deadlines, and how they facilitate the in-class discussion on their topic.

**Mini Project Class Participants:** View the mini project as posted online prior to class. The mini project will be posted by midnight on Monday prior to chat. Class members will develop 1 discussion questions/comment related to EACH of the mini projects and bring them to class. Class members will be graded on the quality of participation in the chat, and whether they have shared their discussion questions during the in class session.

**Discussion Board:**

**Leaders:**

Ethics: Post discussion topic by midnight 9 days prior to the date you are to lead the discussion in class (i.e., lead discussion on Wednesday 9/10 in class - post the topic by midnight on Monday 9/1). Leaders must have made all their final responses to students by midnight on the Monday prior to the date they are leading the chat discussion. The minimum requirement is one response to each class member. Review the grading rubric for Ethics Discussion Board leaders on Blackboard.

**Class Members:**

**Pay close attention to the weeks where a discussion board is going. Since they will not be happening every week, you need to be aware of when you have a discussion board going that you need to respond to.**
All students must respond a minimum of one time to the discussion board leader’s topic for the ethics discussions. Initial responses are due by Friday at midnight of the week prior to the in-class discussion for the Ethics Discussion Board. (i.e., if the chat discussion will take place on 9/10/14, student responses must be posted by midnight on 9/5/14). A minimum response of one time to the discussion board leader is required. Per the grading rubric, meeting deadlines and the quality of the posts will affect the participant’s grade.

The intent of the Discussion Board is for the leader and class to have a back and forth discussion amongst the class throughout the week.

**Grades:**
Grades will be assigned on a percentage scale, including +/- (e.g., >94% = A; 90-93% = A-; 87-89% = B+; 84-86% = B; 80-83% = B-; 77-79% = C+; 74-76% = C; 70–73% = C-). The final grade is computed by truncating the final percentage (e.g., final scores will not be rounded, a 93.7% will = A-.

**Remediation:**
In order to meet the criteria for demonstrating competency for the specific ASHA standards (for certification) and as a measure of adequate progress in the program, you must earn a course grade of C+ (78%) or better AND ≥ 78% for each type of assignment. If you obtain a course grade ≤ to 72%, you must repeat the course the next time it is offered. Your progress in the program may also be affected. If you earn 73-77% in the course or less than 78% on any type of assignment (even if your course grade is ≥ 78%), you must exercise one or more of the following remediation options:
- Write up of additional case presentation
- PowerPoint presentation of topic selected by the instructor
- Respond to discussion topic selected by the instructor
- Mini Project assignment as specified by the instructor

If your overall course grade falls below the 78% average, you will be informed/advised of the need for remediation at the time final grades are reported. (An email will also be sent to your advisor.) If remediation be required, a grade of Incomplete (I) will be submitted. After successful remediation, a grade change (removal of Incomplete) for the course (up to C+) will be submitted. For unsuccessful remediation, a grade change (removal of Incomplete, will be submitted, and you will receive the grade earned in the course before remediation (C).

Remediation options must be completed within 3 weeks following the end of the class and can only improve your grade to a maximum of 78% (C+). If the remediation option is not satisfactorily completed, you will not satisfy the ASHA certification standards associated with this class, and will be required to meet those competencies in other ways or may not be eligible for CCC-A.

**Special Adaptations:** The University has a variety of services to enable you to succeed in your program. If you need additional time for examinations, or other assistance with this class, please see the instructor or directly contact Disabled Student Services (DSS), which is the campus office responsible for determining and providing required academic accommodations for student with special needs.
**Important note**: The academic schedule, including those listed in the syllabus, cannot be modified to accommodate students’ personal activities (e.g. interviews, vacations etc.). Such modifications are prohibited by the audiology division and university policies. Exceptions may be made in the case of documented student illness or an emergency involving the immediate family (mom, dad, siblings). Please notify the instructor immediately should this occur.

Reasonable accommodations may also be made for religious observances if, by the end of the second week of classes, the student notifies the instructor of the conflict.

**Schedule**: (this is also posted on Blackboard under the Assignments tab)

8/27/14    Orientation/Review of the Syllabus and Assignments

**9/3/14**    MIDNIGHT Sign-ups for Mini Projects Due on Blackboard

9/3/14        Cultural Case: Kelsey
              Free Choice Case: Julia
              Free Choice Case: Leah

9/10/14       Ethics Discussion Board: Carol
              Cultural Case: Michelle
              Cultural Case: Suzanne

9/17/14       Free Choice Case: Bill
              Ethics Discussion Board: Leah
              Free Choice Case: Laura

9/24/14       Free Choice Case: Steve
              Ethics Discussion Board: Michelle
              Free Choice Case: Carol

10/1/14       Mini Project Presentation/Discussion: 2 people

10/8/14       Cultural Case: Julia
              Ethics Discussion Board: Laura
              Cultural Case: Bill

10/15/14      Cultural Case: Leah
              Free Choice Case: Kelsey
              Ethics Discussion Board: Suzanne
10/22/14    Mini Project Presentation/Discussion: 2 people
10/29/14    Cultural Case: Steve
            Cultural Case: Carol
            Ethics Discussion Board: Julia
11/5/14     Mini Project Presentation/Discussion: 2 people
11/12/14    Ethics Discussion Board: Steve
            Mini Project Presentation/Discussion: 1 person
11/19/14    Free Choice Case: Michelle
            Free Choice Case: Suzanne
            Ethics Discussion Board: Bill
11/26/14    NO CLASS for Thanksgiving
12/3/14     Mini Project Presentation/Discussion: 2 people
12/10/14    Cultural Case: Laura
            Ethics Discussion Board: Kelsey
12/17/14    Finals Week—No Class

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Behaviorally Defined Objectives/Outcomes

The student outcomes for this course satisfy the specified competencies related to objectives/outcomes established by each of the following bodies:

A) Council on Academic Accreditation (CAA), 2009 Standards (A17)

Competencies
At the end of the semester, based on case presentations and on participation both in class and on the discussion board, the student will be able to demonstrate the following competencies with a minimum grade of 83%.
1. Discuss the ramifications of cultural diversity on clinical and professional practice (K4)
2. Determine the different possible outcomes from behavioral and physiological auditory tests and interpret the results. Based on the results generate recommendations (K4)
3. Use and apply evidence based practice in test administration, interpretation, counseling, referrals and treatment, and evaluating and implementing new techniques and technologies as appropriate. (K4)