

Term Information

Effective Term Spring 2024
Previous Value Spring 2014

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are requesting to have the course credits increased to 3

What is the rationale for the proposed change(s)?

This change is to accommodate inclusion of basic statistics in the course content.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

The course is a requirement for the AuD program. This course change will be part of a larger package of curricular changes that is forthcoming.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Speech and Hearing Science
Fiscal Unit/Academic Org	Speech & Hearing - D0799
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	8935
Course Title	Research to Practice
Transcript Abbreviation	Rsrch to Practice
Course Description	A seminar course designed to provide audiology and hearing science students with an opportunity to read and discuss recent journal articles relevant to the practice of audiology. In addition, this course is designed to provide an opportunity for audiology and hearing science students to improve their ability to conduct grand round discussions on audiological cases.
Semester Credit Hours/Units	Fixed: 3
<i>Previous Value</i>	<i>Fixed: 2</i>

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	Yes
Allow Multiple Enrollments in Term	Yes
Max Credit Hours/Units Allowed	9
<i>Previous Max Credit Hours/Units Allowed</i>	<i>6</i>
Max Completions Allowed	3
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Grad standing.
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	51.0202
Subsidy Level	Doctoral Course
Intended Rank	Professional

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• To provide audiology and hearing science students and audiology/hearing science faculty with an opportunity to read and discuss recent journal articles relevant to the practice of audiology .• To improve students ability to conduct clinical grand round discussions on audiological cases in an interesting and professional manner.
Content Topic List	<ul style="list-style-type: none">• Course content topics will be derived from all aspects of clinical audiology, but will vary from offering to offering based on course design. Students are responsible for selecting individual clinical case studies to present.• They are further responsible for selecting research articles that will be read by the entire class that are relevant to audiology and that are also pertinent to the case study.
Sought Concurrence	No

Attachments

- SHS 8935_3-Credit Syllabus.docx: 8935_3-Credit
(Syllabus. Owner: Brello, Jennifer)
- SHS 8935_Au2023 Syllabus (1).docx: 8935_2-credit
(Syllabus. Owner: Brello, Jennifer)

Comments

COURSE CHANGE REQUEST
8935 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/14/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Brello, Jennifer	09/05/2023 03:06 PM	Submitted for Approval
Approved	Bielefeld, Eric Charles	09/09/2023 10:36 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/14/2023 04:35 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/14/2023 04:35 PM	ASCCAO Approval

Syllabus

Issues in Audiology and Hearing Science: Research to Practice Autumn Semester 2023

Professor: Christina Roup
E-mail roup.2@osu.edu
Carmen Website carmen.osu.edu
Course Time: Thursday 9:00 am – 12:00 pm
Office Hours: TBD, or by appointment
Room: Room 27, Pressey Hall

Preferred contact method: If you have a question, please contact me through my Ohio State email address. I will reply to emails within 24 hours on days when class is in session at the university.

Class announcements: I will send all important class-wide messages via OSU email.

Grading and feedback: You can generally expect feedback within seven days.

Course Design:

This course is designed to address ‘research to practice’ in two ways: 1) didactic lectures and class exercises on topics related to research methods and statistical analysis, and 2) seminar-based sessions in which students present clinical cases and a discussion of how research is related to the clinical case. Please note, we will be **discussing the research articles in detail, especially how they relate to the case study**. In addition, the clinical case presentations are to be considered *formal and professional*. Consider this class a safe environment to practice your formal presentation skills.

Course Goals:

1. Students will learn research methods and statistical analyses commonly used in speech and hearing research.
2. Students will learn to use the evidence-based practice PICO (population, intervention, comparison, outcome) framework to evaluate the literature and answer a clinical question related to their clinical case study.
3. Students will learn to present a clinical case study and to conduct clinical grand round discussions in an interesting and professional manner.

Course Learning Objectives:

Students will be able to:

1. Distinguish between different types of research methodologies.
2. Define common parametric statistical analyses and apply them appropriately to data sets.
3. Apply the PICO framework to a clinical question.
4. Present a clinical case study in multiple formats.

How this Course Works

Mode of Delivery:

This course is 100% in-person. Attendance is expected and participation is a significant portion of the final grade. The course will be supplemented by materials posted on **Carmen**.

- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via email.

Course Organization:

Lectures

- The first half of semester will be devoted to didactic lectures, class exercises and assignments related to research methods and statistical analysis.
- Lecture material will be available as links to PowerPoint presentations.
- Assigned readings should be completed prior to reading the posted lectures.

Clinical Case Presentations

- The second half of semester will be devoted to clinical case presentations and research article discussion.
- Each student will be responsible for giving a case presentation in two formats: formal power point presentation and a poster presentation.
- Each student will be responsible for selecting related research articles related to their clinical case to be read and discussed by the class.

Description of Assignments

1. Statistical Analyses (20 points each)

Each of the following statistics will be covered in-class, including in-class exercises. Students will be provided with a data set for each assignment. For each assignment, students will use Excel or SPSS to conduct the appropriate statistical analysis. Students will turn in their excel and/or SPSS outputs along with a brief written summary of the results for each of the following:

- Descriptive Statistics
- T-tests
- ANOVA
- ANCOVA
- Chi Square
- Correlations
- Regression

2. Clinical Case Study Presentations and Research Discussion

Students are responsible for giving two formal and professional case study presentations on clinical cases of interest. Cases can be selected from either the OSU Speech-Language and Hearing Clinic or from an outside clinical placement. Each student will be assigned two class meetings over the course of the semester (see Class Schedule). For each assigned class meeting, students are responsible for:

- 1) Selecting and presenting a clinical case study, and
- 2) Selecting two related research articles, and with my assistance, leading a class discussion of the articles and how they relate to the case.

Case Study Presentation Rubric: 40 Points

Students must prepare a 15-20 minute power point presentation on their selected case that includes the following:

1. Case history information (5 points)
2. Audiologic test results (including images) (5 points)
3. Treatment recommendations and/or outcomes (5 points)
4. Influence (or lack) of research on the case (5 points)
5. Student interest in the case (5 points). Students should be sure to point out what made their case unusual, significant, education, or interesting to them.

Students will be graded on ***presentation style*** (i.e., knowledge of the case, comfort with the case material, professionalism while presenting) (15 points), and inclusion and coverage of the required content (see above).

Research Articles Selection:

Each student will be responsible for selecting two research articles per clinical case. The articles should be from peer-reviewed journals and should relate to the case in some way. This requirement is purposefully intended to be flexible, since not all case topics will have a rich research literature. The research articles selected will be read and discussed by the class. If you have difficulty finding or deciding on articles, I can help! Just schedule a meeting and we can work together.

- [How to Search for External Evidence in Communication Sciences and Disorders](#)

Selected research articles are to be emailed to me (Dr. Roup; pdf versions). Once received, they will be posted on the Carmen course site. Research articles are to be submitted no later than **TBD due date**.

3. Clinical Case Poster Presentation

Students will prepare a clinical poster presentation for each of their case studies. A clinical poster presents a summary of the relevant case study information in a poster format. Using the templates provided on Carmen, students will create a “poster” in power point. See the class schedule for dates of poster presentations. Each poster presentation should approximately 5-7 minutes and no longer than 10 minutes.

Case Study Poster Rubric: 40 Points

- 1) Suggested Poster 3-Column Format
 - o Column 1: Brief introduction and case history description
 - o Column 2: Audiologic test results
 - o Column 3: Treatment recommendations and outcomes

*Use of images (e.g., audiograms, test result tables, smart art diagrams, etc.) is highly encouraged

2) Grading Criteria

10 points – Technical Merit: correct grammar, spelling, punctuation, etc.

30 points – Inclusion of required content

4. Participation in Class Discussions

30% of your grade is based on **participation** in the 1) clinical case and research discussions, and 2) the Carmen discussion posts. Because this is primarily a seminar course, it has been designed with an emphasis on student participation for the in-class discussions. Therefore, you are expected to attend each class and actively participate. Please contact Dr. Roup if an emergency arises. If you are unable to attend a class due to another reason (e.g., externship interview), please complete the discussion posts for the week. In these instances, you will not receive in-class participation points.

- **In-Class Participation:** For full participation points, students are expected to contribute to the class discussion of the clinical case and research studies. Contributions to the class discussion can take the form of questions, things you found interesting, sharing of similar experiences, etc.
- **Carmen Discussion Posts:** Students are responsible for reading the articles prior to class time. To ensure a meaningful discussion of the articles, each student will post a minimum of two questions and/or comments *per article* in the Carmen discussion thread by the end of the day on Wednesday’s prior to the class meeting on Tuesday. For example, for the class meeting on Thursday September 21st, your questions/comments must be posted in Carmen by Wednesday September 20th no later than 11:59 pm. Examples of questions would be issues related to subject selection, study design, data interpretation, etc. Examples of comments might be remarks related to the conclusions drawn by the author(s) or observations on how the article relates to clinical practice. Students should be prepared to share their questions and comments regarding the research articles in-class.

Late Assignments

There will be no credit for anything submitted late with the exception of personal illness or emergencies. Please contact me as soon as possible if you are ill or have an emergency that prevents meeting a class deadline. Please refer to Carmen and your class schedule for due dates.

Grading: Evaluation of Student Performance

Assignment	Points	Weight
#1 Statistical Analyses	20 points each (140 total)	20%
#1 Case Presentation & Discussion Lead	40 points each (80 points total)	25%
#2 Case Study Poster Presentation	40 points each (80 points total)	25%
#3 Participation: Discussion Posts for research articles In-Class Participation (class presentations days only)	10 points each 10 points each	30%

Grading Scale (in %)

A	93-100	B	83-86	C	73-76	D	60-66
A-	90-92	B-	80-82	C-	70-72	E	<60
B+	87-89	C+	77-79	D+	67-69		

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For statistical analysis assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university (Monday – Friday)**. Generally, I will not respond to emails on weekends unless it is an emergency.

Course Policies

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services and Requesting Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

It is Ohio State’s policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. <http://www.studentaffairs.osu.edu/bias/>

Class Schedule

Date	Topic & Assigned Reading(s)
Week 1	<p>Evidence-Based Practice in Audiology</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> The Clinical Practice Guidelines Development Process. Developed by the American Academy of Audiology. https://www.audiology.org/practice-resources/practice-guidelines-and-standards/clinical-practice-guidelines-development-process/ Practice Guidelines and Standards. Developed by the American Academy of audiology. https://www.audiology.org/practice-resources/practice-guidelines-and-standards/ Hickson, L., Laplante-Lévesque, A., & Wong, L. (2013). Evidence-based practice in audiology: rehabilitation options for adults with hearing impairment. <i>American Journal of Audiology</i>, 22:329-331.
Week 2	<p>Research Methods in Audiology & Hearing Science</p> <p><u>Readings:</u></p> <p>Understanding Research Designs and External Scientific Evidence. https://www.asha.org/research/ebp/research-designs/</p>
	<p>Case Studies in Audiology</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> Guidelines to Writing a Clinical Case Report (Heart Views, 2017) Zapala, D.A., Shaughnessy, K., Buckingham, J., & Hawkins, D.B. (2008). The importance of audiologic red flags in patient management decisions. <i>JAAA</i>, 19, 564-570. Roup, C.M., Ross, C., Whitelaw, G. (2020). Hearing difficulties as a result of traumatic brain injury. <i>JAAA</i>, 31, 137-146.
	<p>Descriptive Statistics</p> <ul style="list-style-type: none"> Distribution, measures of central tendency, and measures of variability
Week 3	<p>Inferential Statistics: Comparing Means</p> <ul style="list-style-type: none"> T-tests ANOVA / ANCOVA Chi Square
Week 4	<p>Statistics: Comparing Relationships</p> <ul style="list-style-type: none"> Correlation and Regression
Week 5	<p>Student Case Study Presentations & Discussion</p> <p>Readings: TBD (see Carmen)</p>
Week 6	<p>Student Case Study Presentations & Discussion</p> <p>Readings: TBD (see Carmen)</p>
Week 7	<p>Student Case Study Presentations & Discussion</p> <p>Readings: TBD (see Carmen)</p>

Week 8	Student Case Study Presentations & Discussion Readings: TBD (see Carmen)
Week 9	Student Poster Presentations for Case Study #1
Week 10	Student Case Study Presentations & Discussion Readings: TBD (see Carmen)
Week 11	Student Case Study Presentations & Discussion Readings: TBD (see Carmen)
Week 12	Student Case Study Presentations & Discussion Readings: TBD (see Carmen)
Week 13	Student Case Study Presentations & Discussion Readings: TBD (see Carmen)
Week 14	Student Poster Presentations for Case Study #2

Syllabus
Issues in Audiology and Hearing Science: Research to Practice
Autumn Semester 2023

Professor:	Christina Roup
E-mail	roup.2@osu.edu
Carmen Website	carmen.osu.edu
Course Time:	Thursday 10:00 am – 12:00 pm
Office Hours:	Thursday 9:00-10:00 am and 2:30-4:00 pm, or by appointment
Room:	Room 27, Pressey Hall

Preferred contact method: If you have a question, please contact me through my Ohio State email address. I will reply to emails within 24 hours on days when class is in session at the university.

Class announcements: I will send all important class-wide messages via OSU email.

Grading and feedback: You can generally expect feedback within seven days.

Course Objectives:

- To provide audiology and hearing science students with an opportunity to read and discuss recent journal articles relevant to the practice of audiology.
- To improve students' knowledge of research methods and statistical analyses.
- To improve students' ability to conduct clinical grand round discussions on audiological cases in an interesting and professional manner.
- To link the results of published research to clinical practice.

Course Design:

This course is designed to address 'research to practice' in two ways: 1) didactic lectures and class exercises on topics related to research methods and statistical analysis, and 2) seminar-based sessions in which students present clinical cases and a discussion of how research is related to the clinical case. Please note, we will be **discussing the research articles in detail, especially how they relate to the case study**. In addition, the clinical case presentations are to be considered *formal and professional*. Consider this class a safe environment to practice your formal presentation skills.

How this Course Works

Mode of Delivery:

This course is 100% in-person. Attendance is expected and participation is a significant portion of the final grade. The course will be supplemented by materials posted on **Carmen**. Carmen is an integrated set of web course tools used to teach classes delivered entirely online. You will be able to log into the course at <http://carmen.osu.edu> using your OSU name.#. If you are unfamiliar with Carmen, you will want to visit the TELR page (<http://telr.osu.edu/carmen.html>).

- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via email.

Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

Course Organization:

Lectures:

- The first half of semester will be devoted to didactic lectures and class exercises related to research methods and statistical analysis.
- Lecture material will be available as links to PowerPoint presentations.
- Assigned readings should be completed prior to reading the posted lectures.

Clinical Case Presentations:

- The second half of semester will be devoted to clinical case presentations and research article discussion.

- Each student will be responsible for giving a case presentation and selecting related research articles to be read and discussed by the class.

Description of Assignments

#1 Clinical Case Study Presentation and Research Discussion: 40% of grade

Students are responsible for giving a formal and professional case study presentation on a clinical case of interest. Cases can be selected from either the OSU Speech-Language and Hearing Clinic or from an outside clinical placement. Each student will be assigned a class meeting over the course of the semester (see Class Schedule). For the assigned class meeting, students are responsible for:

- 1) Selecting and presenting a clinical case study, and
- 2) Selecting two related research articles, and with my assistance, leading a class discussion of the articles and how they relate to the case.

Case Study Presentation:

Students must prepare a 15-20 minute power point presentation on their selected case that includes the following:

1. Case history information (5 points)
2. Audiologic test results (including images) (5 points)
3. Treatment recommendations and/or outcomes (5 points)
4. Influence (or lack) of research on the case (5 points)
5. Student interest in the case (5 points)

Presentations will also be graded on style and professionalism (15 points)

Research Articles Selection:

Each student will be responsible for selecting two research articles related to their case study. The research articles selected will be read and discussed by the group. If you have difficulty finding or deciding on articles, I can help! Just schedule a meeting and we can work together.

- [How to Search for External Evidence in Communication Sciences and Disorders](#)

Selected research articles are to be emailed to me (Dr. Roup; pdf versions). Once received, they will be posted on the Carmen course site. Research articles are to be submitted no later than **Friday September 15th**.

#2 Case Study Poster Presentation: 30% of grade

Students will also prepare a clinical poster presentation of their case study. A clinical poster presents a summary of the relevant case study information in a poster format. Using the template provided on Carmen, students will create a “poster” in power point. The case study posters will be presented on the final day of class, **Thursday November 30th**. Each poster presentation should approximately 5-7 minutes and no longer than 10 minutes.

#3 Participation in Class Discussions: 30% of grade

30% of your grade is based on **participation** in the weekly class discussions and the questions/comments posted on Carmen each week (beginning in mid-September). Because this is primarily a seminar course, it has been designed with an emphasis on student participation for the in-class discussions. Therefore, you are expected to attend each class and actively participate. Please contact Dr. Roup if an emergency arises. If you are unable to attend a class due to another reason (e.g., externship interview), please complete the discussion posts for the week. In these instances, you will not receive in-class participation points.

Students are responsible for reading the articles prior to class time. To ensure a meaningful discussion of the articles, each student will post a minimum of two questions and/or comments **per article** in the Carmen discussion thread by the end of the day on Wednesday's prior to the class meeting on Tuesday. For example, for the class meeting on Thursday September 21st, your questions/comments must be posted in Carmen by Wednesday September 20th no later than 11:59 pm. Examples of questions would be issues related to subject selection, study design, data interpretation, etc. Examples of comments might be remarks related to the conclusions drawn by the author(s) or observations on how the article relates to clinical practice. Students should be prepared to share their questions and comments regarding the research articles in-class.

Late Assignments

There will be no partial credit and NO EXCEPTIONS for anything submitted late. Please refer to Carmen and your class schedule for due dates.

Grading: Evaluation of Student Performance

Assignment	Points	Weight
#1 Case Presentation & Discussion Lead	40	40%
#2 Case Study Poster Presentation	40	30%
#3 Participation: <ul style="list-style-type: none"> • Discussion Posts for research articles (8 posts) • In-class participation (class presentations & research discussions only) 	10 points each = 80 10 points each = 80 Total points = 160	30%

Grading Scale (in %)

A	93-100	B	83-86	C	73-76	D	60-66
A-	90-92	B-	80-82	C-	70-72	E	<60
B+	87-89	C+	77-79	D+	67-69		

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For weekly quizzes, you can generally expect feedback within **7 days** – if there is manual grading required.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

Course Policies

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Requesting Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

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Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential.

Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. <http://www.studentaffairs.osu.edu/bias/>

CLASS SCHEDULE

Class Meeting Dates	Topic
August 24	<p>Evidence-Based Practice in Audiology</p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> 1. The Clinical Practice Guidelines Development Process. Developed by the American Academy of Audiology. https://www.audiology.org/practice-resources/practice-guidelines-and-standards/clinical-practice-guidelines-development-process/ 2. Practice Guidelines and Standards. Developed by the American Academy of audiol https://www.audiology.org/practice-resources/practice-guidelines-and-standards/ *Review the webpage 3. Hickson, L., Laplante-Lévesque, A., & Wong, L. (2013). Evidence-based practice in audiology: rehabilitation options for adults with hearing impairment. <i>American Journal of Audiology</i>, 22:329-331.
August 31	<ol style="list-style-type: none"> 1. Research Methodology in Audiology & Hearing Science <ul style="list-style-type: none"> • <u>Readings:</u> Understanding Research Designs and External Scientific Evidence. https://www.asha.org/research/ebp/research-designs/ 2. Descriptive Statistics <ul style="list-style-type: none"> • Distribution, measures of central tendency, and measures of variability 3. Case Studies in Audiology <ul style="list-style-type: none"> • <u>Readings:</u> <ol style="list-style-type: none"> 1. Guidelines to Writing a Clinical Case Report (Heart Views, 2017) 2. Zapala, D.A., Shaughnessy, K., Buckingham, J., & Hawkins, D.B. (2008). The importance of audiologic red flags in patient management decisions. <i>JAAA</i>, 19, 564-570. 3. Roup, C.M., Ross, C., Whitelaw, G. (2020). Hearing difficulties as a result of traumatic brain injury. <i>JAAA</i>, 31, 137-146.
September 7	<p>Inferential Statistics: Comparing Means</p> <ol style="list-style-type: none"> 1. T-tests 2. ANOVA 3. Chi square
September 14	<p>Statistics Assessing Relationships</p> <ol style="list-style-type: none"> 1. Correlations 2. Regression
<p>Grand Rounds Case Presentations</p> <p><i>*Order of presentations is alphabetical. We can make changes if you like!</i></p>	
September 21	Case Study Presentation & Discussion: Isenhart
September 28	Case Study Presentation & Discussion: Lammers
October 5	Case Study Presentation & Discussion: Langenek

October 12	Autumn Break
October 19	Case Study Presentation & Discussion: Laycock
October 26	Case Study Presentation & Discussion: Leatherman
November 2	Case Study Presentation & Discussion: Long
November 9	Case Study Presentation & Discussion: Mahmod
November 16	Case Study Presentation & Discussion: Stoll
November 23	Thanksgiving Holiday
November 31	Case Study Poster Presentations

Assignment Rubrics

Clinical Case Study Presentation Rubric: 40 points.

- a. The case study presentation is **required** to include the following:
 - 1) case history information (**5 points**),
 - 2) audiologic test results (**5 points**),
 - 3) treatment recommendations and outcomes (**5 points**), and
 - 4) how research has and/or has not influenced your case (**5 points**).

**If any of the above information is not available, you should use your clinical knowledge and resources to speculate on the most likely scenario/outcome.*
- b. Students should be sure to point out what made their case unusual, significant, educational, or interesting to them (**5 points**).
- c. Students will be graded on **presentation style** (i.e., knowledge of the case, comfort with the case material, professionalism while presenting) (**15 points**), and inclusion and coverage of the required content (see above).

Clinical Case Study Poster Presentation: 40 points

1) Suggested Poster Format

- a. Column 1
 - i. Brief introduction
 - ii. Case history description
- b. Column 2
 - i. Audiologic test results
- c. Column 3
 - i. Treatment recommendations and outcomes
- d. Use of images (e.g., audiograms, test result tables, smart art diagrams, etc.)

2) Grading Criteria

- a. **10 points** – Technical Merit: correct grammar, spelling, punctuation, etc.
- b. **30 points** – Inclusion of required content