

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**SPA 6581 Medical Decision Making**  
**1 credit hour**  
**Semester: Spring 2024**  
**Delivery Format: On-Campus**

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Office Hours: Thursdays 2 -3 pm or by appointment  
Preferred Course Communications (e.g. email, office phone): email

**Prerequisites: none**

**PURPOSE: The purpose of this course is to initiate the audiology student to clinical decision making as it relates to the assessment and treatment of patients with hearing or balance disorders.**

**Course Overview :** This course is designed to introduce students to clinical thinking in the field of audiology. We'll focus on decision making as it relates to what evaluations are needed to be completed through case examples as well as how to draw appropriate conclusions from the audiometric and medical history data that is collected. Students will also be instructed on how to use the assessment outcomes to make appropriate referrals and/or recommendations.

**Relation to Program Outcomes:** This course is designed to help students meet the following ASHA Certification Standards (2020) for audiology.

- A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management
- A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and on families, caregivers, and significant others
- A9. Implications of biopsychosocial factors in the experience of and adjustment to auditory disorders and other chronic health conditions
- A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication
- A14. Assessment of diagnostic efficiency and treatment efficacy using quantitative data (e.g., number of tests, standardized test results) and qualitative data (e.g., standardized outcome measures, client/patient-reported measures)
- A16. Principles and practices of client/patient/person/family-centered care, including the role and value of clients'/patients' narratives, clinician empathy, and shared decision-making regarding treatment options and goals
- A17. Importance, value, and role of interprofessional communication and practice in client/patient care
- A18. The role, scope of practice, and responsibilities of audiologists and other related professionals
- A23. Principles and practices of effective clinical education and mentoring of students, other professionals, and support personnel

- C1. Reviewing and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors
- C3. Obtaining client/patient-reported and/or caregiver-reported measures to assess function
- C4. Identifying, describing, and differentiating among disorders of the peripheral and central auditory systems and the vestibular system
- C7. Selecting, performing, and interpreting a complete immittance test battery based on client/patient need, medical necessity, and other findings; tests to be considered include single-probe tone tympanometry or multifrequency and multicomponent protocols, ipsilateral and contralateral acoustic reflex threshold measurements, acoustic reflex decay measurements, and Eustachian tube function
- C8. Selecting, performing, and interpreting developmentally appropriate behavioral pure-tone air and bone tests, including extended frequency range when indicated
- C9. Selecting, performing, and interpreting developmentally appropriate behavioral speech audiometry procedures to determine speech awareness threshold (SAT), speech recognition threshold (SRT), and word recognition scores (WRSs); obtaining a performance intensity function with standardized speech materials, when indicated
- C10. Evaluating basic audiologic findings and client/patient needs to determine differential diagnosis and additional procedures to be used
- C12. Selecting, performing, and interpreting otoacoustic emissions testing
- C13. Selecting, performing, and interpreting tests for nonorganic hearing loss

**Course Objectives and/or Goals: By the end of the semester, students will be able to:**

- 1) Correctly *read and interpret* a complete audiometric evaluation;
- 2) *Determine*, when appropriate, that information is missing and *list* the needed or missing data;
- 3) *Describe* appropriate audiologic assessment procedures for a given case study;
- 4) *Evaluate* provided information and *identify* when an audiological assessment is incomplete or incorrectly completed;
- 5) *Recommend* appropriate treatment options and/or referrals.

**Instructional Methods:** This 1 hour, in person class will consist primarily of in-class group activities. On rare occasions, a lecture may be presented on any topic the instructor determines necessary should student understanding of previous materials covered (in Fall 2023 courses) appear to be different than expected for current level of training. Additionally, students will be assigned reading for a given topic or procedure. It is expected that students will complete the assigned reading prior to class to better facilitate their participation in class activities.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings (due at start of class)
1	1/11	Syllabus Review Course Introduction	None
2	1/18	Hearing Screening – Pediatrics & Adults	Ch. 12 – Kramer & Brown
3	1/25	Referral and Case History	Pg. 123 K & B: Canvas links
4	2/01	Nonorganic Hearing Loss	Pg. 345-6 K & B; Canvas links
5	2/08	Quiz 1	
6	2/15	Otoscopy & Cerumen Management	Pgs. 123-7 & 406-7 K & B; Canvas links
7	2/22	Immittance	Ch. 10 – Kramer & Brown
8	2/29	Speech Audiometry	Ch. 8 – Kramer & Brown
9	3/07	Quiz 2	
10	3/14	SPRING BREAK – NO CLASS	
11	3/21	Pure-Tone Assessment w and w/out Masking	Ch. 6 – Kramer & Brown
12	3/28	Audiogram Interpretation	Ch. 7 – Kramer & Brown
13	4/04	Treatment and Management of Hearing and Balance Issues	Ch. 15 – K & B; Canvas links
14	4/11	Quiz 3 Start “Grand Round” Presentations	Due: Grand Round Case Study
15	4/18	Conclusion of “Grand Round” Presentations	

### Course Materials and Technology

**Textbook:** Kramer & Brown (2023). Audiology Science to Practice, 4<sup>th</sup> ed. Plural Publishing: San Diego. ISBN: 9781635503463.

**Resources:** Articles and/or links will be provided in Canvas for each week to supplement the topic and assigned readings.

For technical support for this class, please contact the UF Help Desk at:

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

### Additional Academic Resources

**Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

**Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

**Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

## ACADEMIC REQUIREMENTS AND GRADING

**Grading** - Class grades will be comprised of the following categories and percentages:

Requirement	Due date	% of final grade
Participation (9 days)	Varies; see schedule	10%
Quizzes (x3)	2/8; 3/7; 4/11	30%
In-class activities (x9)	Varies; see schedule	30%
Grand Round Case Study	4/18 @ 11:59 pm	20%
Feedback Fruits (x9)	Varies; see schedule	10%
<b>Total</b>		<b>100%</b>

**Assignments:** Students will have a total of nine (9) **in-class activities** that they will work on in groups. Group assignments will be randomized for each class period. Depending on the topic and/or specific case study provided, students may have between 1-4 case studies each week to work on **during class**. Each group will have a randomized group leader, and the group leader will submit the in-class assignment for the group. The student's lowest group activity grade will be dropped, resulting in their final "in-class activity grade" being based off eight assignments instead of nine. In-class assignments will account for 30% of the student's final grade.

**Participation:** Students will earn 10% of their grade through participation. Participation will be noted by the instructor during the class period. All students are expected to contribute to the group discussion and work that is submitted. The lowest participation score will be dropped.

**Feedback Fruits:** Students will complete a brief survey through Feedback Fruits each week on how the group worked together to complete their assigned in-class activity. Students will then receive feedback from their peers and be expected to incorporate this feedback into improving their performance and contribution to future groups. It should be noted that students can also indicate if any student is not contributing to the group; if this is a consistent report, then the student's grade will be negatively impacted. The feedback fruits initial completion is due by end of day for each class period. However, between class periods (i.e., over the next week), students will need to read and reflect on the feedback provided to them from their group members. Feedback Fruits surveys contribute to 10% of the final grade. The lowest feedback fruit score will be dropped.

**Quizzes:** This course will have three quizzes. Quizzes will be composed of case studies or case examples. Students will complete the in-class quizzes **independently** via Canvas. The total contribution of the quizzes to the final grade is 30%.

**Grand Round Case Study:** As a final project, students will submit a summary of an individually selected audiological case that they have seen in clinic. Students are encouraged to "look for" interesting cases that they use to create this Grand Round level case study presentation. Students will compose a PP presentation detailing the patient's history, information received on referral and/or collected during the case history, what assessments were run (and if others could/should have been), the audiometric results, the recommendations and/or referrals and if they would have concluded or recommended anything differently than what they've reported. Students can also report on outcomes if known (i.e., outcomes with HAs, surgery, etc.). Students will be graded on their case study itself, their PP slides, as well as their oral presentation of their case. The Grand Round Case Study is worth 20% of the final grade.

**Point system** used in the Audiology Program (i.e., how do course points translate into letter grades).

Percentage Earned	Letter Grade
93-100	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+
63-66.9	D
60-62.9	D-
Below 60	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

**Exam Policy:** Students are expected to take each of the three quizzes on their due date. All quizzes are taken independently. However, it is recognized that medical issues or other factors can prevent a student from attending class. Students **must** notify their instructor ASAP prior to the assigned quiz date should they know in advance they will miss a quiz. All known/planned absences will need to be APPROVED PRIOR TO the exam. Should an emergency result the day of, students are to submit a physician's note or other documentation as to their absence on the quiz date. Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Policy Related to Make up Exams or Other Work:** As this class is primarily in-class, group activities, it is essential that students plan to attend every class. For certain categories that contribute to the final grade (i.e., participation, in-class activities, and Feedback Fruits), the lowest grade will be dropped. Each of these categories has 9 class periods for which a grade is being assigned. Therefore, unless a long-term illness is present or accommodations are in place, students will not have the opportunity to make up in-class work or associated surveys.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

#### **Policy Related to Required Class**

: As this class is primarily based on in-class group activities, students are expected to attend all classes. For those that are absent, they should provide documentation for their absence according to UF policy. Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>).

### **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

**Expectations Regarding Course Behavior:** Students are expected to participate in each class activity. Students are also expected to read any assigned reading prior to class in preparation for in-class activities. As students in a professional program working towards a doctorate, students are expected to act in a professional manner during class and with their classmates, instructors, and/or patients. Students should also interact within their group with respect for others.

**Communication Guidelines:** Students are to communicate with the instructor outside of class via email. Students are also welcome to stop by the instructor's office, particularly during office hours. Students should expect a response to email within 24-48 hours. All communications, both within the classroom and via email, should address instructors or classmates in a professional and respectful manner.

### **ACADEMIC INTEGRITY**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

**Recording Within the Course:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**Policy Related to Guests Attending Class:**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <https://phhp.ufl.edu/policy-classroom-guests-of-students/>

### Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

**Do not wait until you reach a crisis to come in and talk with us.** We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.



**Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website:

[www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

The UF Audiology Program, as well as this instructor, work to provide a safe and respectful environment in which students can learn independently as well as cooperatively. Furthermore, ASHA and AAA Ethics require us to always interact with our patients and each other in professional manners. It is possible to have differing opinions or beliefs *yet* interact in a respectful manner towards your patients and/or colleagues. Therefore, it is the expectation of the instructor that you will facilitate a positive learning environment during class. Students that deliberately and specifically make the learning environment toxic, either by word, action, attitude, or behavior may be asked to leave the class, earn a grade of "zero" for that day's activity, and/or be referred to the Dean of Students for harassment.