

Last name of instructor (Semester Year)

California State University, Sacramento

TINNITUS

CSAD643 - 3 units

Fall 2020 (AUD-2)

COURSE FACULTY

Course Instructor:

Folsom Hall office #:

Office Phone:

Office Hours:

E-mail address:

REQUIRED CLASS MEETINGS TIMES

Days and times:

Building: Folsom Room #:

REQUIRED TEXTS

Møller, A.R., Langguth, B., DeRidder, D., & Kleinjung, T. (2011). *Textbook of tinnitus*. Springer.

OPTIONAL TEXTS

COURSE WEBSITE

<https://sacct.csus.edu>

SacCT will be used as the learning management site for dissemination of course readings, handouts, slides, assignments, announcements, and tests/quizzes. The course faculty will have materials posted to SacCT at least 48 hours before class.

Instructor Communication and Response Time

Faculty strive to have open communication with students both within and outside of the classroom. Students are encouraged to contact faculty to discuss questions about the course. Responses to telephone or e-mail messages will usually be transmitted within 48 hours during regular working hours. If you do not have a response within this time period, please check your contact methods and resend the message. Faculty will generally respond to student questions received during evenings and weekends once they are back in the office during regular business hours.

***Please be aware that all content for this course is the property of the course faculty who have created it and can only be used for this course. Those wishing to use the materials outside of this course must receive written permission from the author/creator.**

GENERAL COURSE INFORMATION

PRE-REQUISITES

Admission to Doctor of Audiology program; CSAD611, CSAD612, CSAD613, CSAD614, CSAD621, CSAD622, CSAD622L, CSAD623, CSAD624, CSAD631, CSAD632

COURSE DESCRIPTION

Overview

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This course provides students with information related to the theories and origins, causes, diagnosis, and management of tinnitus. Students will also be exposed to the current literature related to these topic areas. This course will focus on the evaluation and management of tinnitus.

Approved Course Description (from CSUS Course Catalog)

Psychological and physiological models of tinnitus and hyperacusis, diagnostic methods, and management.

WHY IS THIS COURSE IMPORTANT?

Tinnitus is an area that has received increased attention in research and clinical settings, especially in recent years. Students will learn the proposed models of the pathophysiology of tinnitus and identify key components of tinnitus evaluation and management. Upon completion of this course, students will have the knowledge and skills necessary to assess patients, manage tinnitus for patients, and make appropriate referrals.

UNIVERSITY LEARNING GOALS

	1 Disciplinary knowledge	2 Communication	3 Critical thinking/analysis	4 Information literacy	5 Professionalism	6 Intercultural/global perspectives	7 Research
Addressed by this course	X	X	X	X	X	X	X

GRADUATE LEARNER OUTCOMES

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

Upon completion of this course, students will be able to:

1. Define tinnitus and hyperacusis
2. Describe prior and current models and theories that support the etiology and pathophysiology of tinnitus
3. List common comorbidities associated with tinnitus
4. Differentiate between tinnitus types
5. Explain clinical procedures for obtaining case history and diagnosing tinnitus
6. Discuss contemporary approaches to tinnitus management, including rationale, evidence, and theoretical backgrounds

Graduate Learner Outcomes	Component Indicating Competence	Grade(s) Received
1-6	Exam (100%)	
2,3,6	Research paper (100%)	
5,6	Case study presentation (100%)	
5,6	Resource guide (100%)	

COURSE/CLASS POLICIES

Course Format

Lecture

Class Preparation:

All required readings are for the date listed in the course schedule, not the following class period. Students are responsible for all assigned readings, whether discussed in class or not.

Class Participation:

Students are expected to actively participate in class discussions and are required to have read the assigned material prior to class meetings.

Class Attendance:

Classroom attendance is necessary for this course. No more than three unexcused absences are allowed. Students are expected to arrive on time as class begins at X:XX am/pm.

Class Assignments

Course grades will be based on three exams, a case study presentation, research paper, and a resource guide for tinnitus patients.

Case Study Presentation

Students will be assigned a case for a patient with tinnitus. The presentation should include the interview and case history, audiologic evaluation, rationale for selecting treatment, counseling approaches, and a critique of the selected treatment approach. Presentations should last between 10 and 15 minutes.

Research Paper

Students will choose a topic covered in the course (e.g. neuroscience of tinnitus, validity of self-assessment scale, assessment of hyperacusis, cognitive-behavioral therapy, etc.) for this research paper assignment.

Resource Guide

Students will create a table that outlines options for tinnitus management (hearing aids, sound therapy devices, etc.) from various hearing aid and device manufacturers. This table is intended to be used as a resource for clinical rotations.

Exams

- **Exam absences:** No make-up examinations will be given unless there is a documented emergency for which you have written proof. Any approved make-up exams will be scheduled at the end of the semester (during finals week) and may be administered in a different format from the original exam.

- **Exam procedures:**

Test arrival/start

Test duration and completion

Commitment to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures

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“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State’s Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/AcademicHonestyPolicyandProcedures.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.”

“Plagiarism is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” *Source:* Sacramento State University Library

Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the office of student affairs.

Understand When You May Drop This Course

It is the student’s responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student’s family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed in accordance with the department’s policy.

Accommodations

Inform your instructor of any accommodations needed. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. SSWD is located in Lassen Hall 1008 and can be contacted by phone at [\(916\) 278-6955](tel:9162786955) (Voice) or [\(916\) 278-7239](tel:9162787239) (TDD only) or via email at sswd@csus.edu

Course Requirement Grading

<u>Activity</u>	<u>Points Available</u>
Case study presentation	100
Tinnitus research paper	150
Tinnitus resource guide	75
Exam 1	100
Exam 2	100
Final exam	200
<u>TOTAL COURSE POINTS AVAILABLE</u>	725

Overall Percentage Needed

Note: A grade of “B” or higher is required to count toward the minimum number of units needed to advance to candidacy.

<u>Grade</u>	<u>Percentage</u>
A	93-100%
A-	90-92%

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B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	< 60%

COURSE SCHEDULE OF LECTURE TOPICS AND EXAMS

Date	Topic and Activity or Quiz and Exam	Readings/ Assignment
8/26	Overview of course	
8/28	History of tinnitus	Dietrich, S. (2004). Earliest historic reference of 'tinnitus' is controversial. <i>Journal of Laryngology and Otology</i> , 118(7), 487-488.
9/2	Prevalence Hyperacusis	Møller, Langguth, DeRidder, & Kleinjung- pp. 29-37; 39-45
9/4	Physiological mechanisms	Møller, Langguth, DeRidder, & Kleinjung- pp.51-68; 77-93 Kaltenbach, J.A. (2011). Tinnitus: Models and mechanisms. <i>Hearing Research</i> , 276(1-2), 52-60.
9/9	Neural models of tinnitus	Møller, Langguth, DeRidder, & Kleinjung- pp.95-98; 99-102; 103-112
9/11	Other theories of tinnitus Cultural beliefs	Møller, Langguth, DeRidder, & Kleinjung- pp. 69-76, 133-144
9/16	Medical aspects of tinnitus Associated disorders	Møller, Langguth, DeRidder, & Kleinjung- pp. 77-93, 161-169; 149-155 Havia, M., Kentala, E., & Pyykkö, I. (2002). Hearing loss and tinnitus in Meniere's disease. <i>Auris Nasus Larynx</i> , 29(2), 115-119.
9/18	Types of tinnitus	Møller, Langguth, DeRidder, & Kleinjung- pp. 9-12, 13-23, 25-27
9/23	Review for Exam 1	
9/25	Exam 1	

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9/30	Case history	Møller, Langguth, DeRidder, & Kleinjung- pp. 145-147, 215-222; 271-274, 279-284, 387-404
10/2	Self-assessment scales	Møller, Langguth, DeRidder, & Kleinjung- pp. 387-404 Newman, C.W., Jacobson, G.P., & Spitzer, J.B. (1996). Development of the Tinnitus Handicap Inventory. <i>Archives of Otolaryngology- Head and Neck Surgery</i> , 122(2), 143-148.
10/7	Audiologic assessment of tinnitus: Behavioral methods Hyperacusis	Møller, Langguth, DeRidder, & Kleinjung- pp. 285-291, 293-300, 311-316, 317-316, 327-335
10/9	Audiologic assessment of tinnitus: Electrophysiological methods	Møller, Langguth, DeRidder, & Kleinjung- pp. 409-416, 417-421, 423-427
10/14	Diagnosis of tinnitus	Møller, Langguth, DeRidder, & Kleinjung- pp. 381-385
10/16	Management/treatment of tinnitus and hyperacusis	Møller, Langguth, DeRidder, & Kleinjung- pp. 535-556
10/21	Hearing aids Sound therapy	Møller, Langguth, DeRidder, & Kleinjung- pp. 597-604; 605-612
10/23	Sound devices, masking	Møller, Langguth, DeRidder, & Kleinjung- pp. 597-604; 605-612 Reavis, K.M., Rothholtz, V.S., Tang, Q., Carroll, J.A., Djallilian, H., & Zeng, F.G. (2012). Temporary suppression of tinnitus by modulated sounds. <i>Journal of the Association for Research in Otolaryngology</i> , 13(4), 561-571. Hesse, G. (2016). Evidence and evidence gaps in tinnitus therapy. <i>GMS Current Topics in Otorhinolaryngology-Head and Neck Surgery</i> , 15.

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10/28	Review for Exam 2	
10/30	Exam 2	
11/4	Tinnitus retraining therapy (TRT)	<p>Møller, Langguth, DeRidder, & Kleinjung- pp. 575-596</p> <p>Jastreboff, P.J. (2007). Tinnitus retraining therapy. <i>Progress in Brain Research, 166</i>, 415-423.</p>
11/6	Psychological approaches	Møller, Langguth, DeRidder, & Kleinjung- pp. 557-561, 691-696
11/11	Hyperacusis	<p>Møller, Langguth, DeRidder, & Kleinjung- pp. 455-461</p> <p>Jüris, L., Andersson, G., Larsen, H.C., & Ekselius, L. (2014). Cognitive behaviour therapy for hyperacusis: A randomized controlled trial. <i>Behavior Research and Therapy, 54</i>, 30-37.</p> <p>Paulin, J., Andersson, L., & Nordin, S. (2016). Characteristics of hyperacusis in the general population. <i>Noise & Health, 18</i>(83), 178-184.</p>
11/13	Loudness estimation, discomfort	Hiller et al. (2006). Factors influencing tinnitus loudness and annoyance. <i>Archives of Otolaryngology- Head and Neck Surgery, 132</i> (12), 1323-1330.
11/18	Tinnitus support groups	<p>Henry et al. (2007). Randomized clinical trial: Group counseling based on tinnitus retraining therapy. <i>Journal of Rehabilitation Research and Development, 44</i>(1), 21-32.</p> <p>Beukes, E.W., Allen, P.M., Manchaiah, V., Baguley, D.M., & Andersson, G. (2017). Internet-based intervention for tinnitus: Outcome of a single-group</p>

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		open trial. <i>Journal of the American Academy of Audiology</i> , 28(4), 340-351.
11/20	Tinnitus in audiology clinics	Møller, Langguth, DeRidder, & Kleinjung- pp. 563-673
11/27	Medical management of tinnitus	Møller, Langguth, DeRidder, & Kleinjung- pp. 613-618, 619-624, 625-637, 655-657, 661-662, 663-668
12/2	Interdisciplinary management of tinnitus	Møller, Langguth, DeRidder, & Kleinjung- pp. 687-689, 691-696, 733-747, 749-752, 753-761 Ivansic et al. (2017). Results of an interdisciplinary day care approach for chronic tinnitus treatment: A prospective study introducing the Jena Interdisciplinary Treatment for Tinnitus. <i>Frontiers in Aging Neuroscience</i> , 9, 192.
12/4	Review for final exam	
12/12	Final exam	

Please note that dates, topics, and assignments are subject to change. In the event of a change, you will be given ample notification of the change.