

**California State University  
Sacramento State  
Department of Communication Sciences and Disorders**

Course: CSAD 643: Tinnitus

Instructor(s): Claudine Buglisi, Au.D. (she/her/hers)

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Office Location: Zoom: Office Hours are Monday & Wednesday 6:15pm-7:30pm by appointment only

Class Days/Time: Monday & Wednesday 5:00pm-6:15pm via Zoom

Class Location: Zoom

Prerequisites: Second Year Standing

**Course Description: 3 units**

Etiology, diagnosis, and evidence-based treatments for patients with tinnitus.

**Course Protocol**

Students will be expected to arrive at class prepared and on time. If you are unable to attend a class or complete an assignment due to illness, emergency, or another valid reason, please be prepared to provide a doctor's note or another form of proof for consideration. Assignment due date extensions will only be considered for a valid reason as determined by the instructor. Please refrain from web surfing, texting, and accessing social media during class. In addition, please refrain from rude behavior (e.g., interrupting the instructor, excessive talking in class). This degree of civility and respect is an element of the classroom culture. Failure to comply with these expectations may result in punitive measures. Students must have access to a personal computer, internet connectivity, a subset of Microsoft Office (Word, Excel, and Powerpoint) or equivalent, and a suitable browser for submitting assignments through Canvas.

There will not be a make-up exam or assignment without notice to the instructor and instructor approval. Students who need accommodation need to go to the AEC. They will then follow up with the instructor. If you are unable to attend a class, complete an exam, or assignment due to illness, emergency, or another valid reason, please be prepared to provide a doctor's note or another form of proof before being granted accommodation. The appropriate accommodation will be decided by the instructor and department chair.

## **Participation and Attendance**

Participating in classroom discussions and group activities will benefit you and is highly encouraged. Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.

## **Arrival Times and Breaks**

Please make every effort to arrive on time for our synchronous meetings. It is understood that many of you are traveling from off-site placements and are traveling in heavy traffic times; however, if you are late, you may miss discussion about in-class activities and upcoming assignments. If you must be late due to “life’s happenings,” please come in quietly and you may discuss your reasons at a break or after class if you feel the need. If you need to take a break during the class, excuse yourself and return with as little disruption as possible.

## **Course Format**

Instruction will be presented during synchronous Zoom meetings and as pre-recorded lectures available on Canvas, but subject to change. Additional material will be available in the Canvas modules, such as webinars and online learning tools. Several guest speakers specializing in related course content will be present during class meetings to provide further learning experiences. You will be required to have access to a computer and Canvas to participate in classwork.

## **Course Learning Outcomes (CLO)**

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

1. Demonstrate a comprehensive understanding of tinnitus including its definition and etiology.
2. Demonstrate clinical competence to assess tinnitus using audiologic assessment tools including audiometry, extended high frequency audiometry, pitch matching, loudness matching, minimum masking levels, and distortion product otoacoustic emissions.
3. Demonstrate clinical competence with administration and grading of tinnitus questionnaires and its impact on patients’ tinnitus perception, activities of daily living and quality of life.

4. Successfully counsel patients regarding the audiologic significance of tinnitus and factors that cause or exacerbate tinnitus to resolve misconceptions and alleviate anxiety related to this auditory disorder.
5. Successfully counsel patients to promote the effective use of ear-level sound generators and/or the identification and use of situationally appropriate environmental sounds to minimize their perception of tinnitus in pertinent situations.
6. Successfully counsel clients/patients to facilitate identification and adoption of effective coping strategies to reduce tinnitus-induced stress, concentration difficulties, and sleep disturbances.
7. Understand the use of ear-level and/or environmental sound generators and the use of adaptive coping strategies to ensure treatment benefit and successful outcome(s).

### **Required Textbook**

#### **Progressive Tinnitus Management: Clinical Handbook for Audiologists**

James A. Henry, Tara Zaugg, Paula Myers, Caroline J. Kendall

ISBN13: 978-1-59756-404-5

Available at no-cost: <https://pueblo.gpo.gov/DOD/pdfs/HCE-850.pdf>

### **Recommended Textbooks (Optional)**

#### **Tinnitus and Hyperacusis : Facts, Theories, And Clinical Implications**

Jos J. Eggermont

ISBN : 9780323919128

#### **Tinnitus : Advances In Prevention, Assessment, And Management**

Aniruddha K. Deshpande, James W. Hall, III.

ISBN : 9781635503425

#### **Textbook of Tinnitus**

Edited by Winfried Schlee, Berthold Langguth, Dirk De Ridder, Sven Vanneste, Tobias Kleinjung, Aage R. Møller.

ISBN : 3-031-35647-0

### **Other Readings**

Readings will be made available and posted in the Readings Group under Assignments Module in Course Canvas.

### **Course Requirements and Assignments**

Students will be expected to actively participate in classroom learning and assignments as outlined below. Class discussions are largely derived from the textbooks, assigned readings, online video modules and laboratory exercises. All assignments need to be completed prior to class. The completion of assignments by students prior to scheduled class will enhance the overall quality of student academic experiences.

#### **1. Online Modules (75 points)**

- a. Complete Progressive Tinnitus Management Training Program and upload certificates of completion to Canvas: (50 points)

<https://www.ncrar.research.va.gov/ClinicianResources/PTMClinicianTraining.asp>

- i. Tinnitus Clinical Management - Module 1 - Overview of Tinnitus and its Management
- ii. Tinnitus Clinical Management - Module 2 - Tinnitus Assessment and Basic Care
- iii. Tinnitus Clinical Management - Module 3 - Clinical Intervention for Tinnitus
- iv. Tinnitus Clinical Management - Module 4 - Virtual Practicum for Tinnitus Management

- b. Complete a reflection on the “Understanding and Managing your Tinnitus” Video Presentation: Details of assignment to follow (25 points)

**NOTE:** You must register for an account to complete the training modules, a certificate will not be generated until you complete the course assessment *and* course evaluation

#### **2. Case Presentation (50 points)**

- a. Present a case on a patient with tinnitus; a real patient you have personally seen in clinic ***is preferred***
- b. If you were unable to schedule a clinical audiology procedure session during the semester, you may now use Master Clinician Network <https://www.masterclinician.org> as an alternative to complete your Clinical Audiology Procedures Exposure assignment.
- c. Powerpoint/slide deck format
  - i. Upload copy of presentation in pdf format to Canvas
  - ii. Case history

- iii. Assessments
  - iv. Counseling
  - v. Care Plan and Recommendations
- d. The case must include the following:
  - i. Thorough description of tinnitus symptoms
    - 1. Type
    - 2. Duration
    - 3. Onset
    - 4. Patient's perceptions
  - ii. At least one tinnitus questionnaire
    - 1. Tinnitus Handicap Inventory
    - 2. Tinnitus Reaction Questionnaire
    - 3. Tinnitus Functional Index
  - iii. Audiologic examination must include
    - 1. Basic comprehensive audiology examination (A/B, Speech Threshold and Discrimination)
    - 2. Extended high frequency audiometry
    - 3. Distortion product otoacoustic emissions (2000-8000Hz at minimum)
    - 4. Additional points will be given for
      - a. Pitch matching
      - b. Loudness matching
      - c. Minimum masking level

### 3. **Midterm Exam** (50 points)

- a. Administered via Canvas
- b. Must have Lockdown Browser installed on your computer/ipad to enter exam
- c. You may not work with other students
- d. You will have one attempt and a time limit of 2 hours and 45 minutes to complete the exam
- e. There will be no more than 50 multiple choice, true/false, matching, definition, and short answer questions

### 4. **Final Exam** (75 points)

- a. Administered via Canvas
- b. Must have Lockdown Browser installed on your computer/ipad to enter exam
- c. You may not work with other students

- d. You will have one attempt and a time limit of 2 hours and 45 minutes to complete the exam
- e. There will be no more than 75 multiple choice, true/false, matching, definition, and short answer questions

### **Exams & Makeups**

Exams take place in accordance with the Course Calendar on Canvas or through the testing center on campus. Makeups are allowed only with documentation of need (e.g., doctor's note, police report). Make-up exams will be scheduled during the last week of classes and must be completed at the testing center (\$6). If you plan to take the exams in the Testing Center, make sure to book at least 2 weeks in advance, for the same day within 1 hour of the scheduled test hour. Exams are closed book with no prepared notes. Students remain individually responsible for being aware of your exam dates and times posted in the course syllabus or announcements in the class or Canvas.

### **Discussions**

Student Meet Up! This is present for you to be able to communicate with each other outside of class.

### **Assignments**

Use the Assignments section of Canvas to access and submit the assignments.

### **Late Assignments:**

Late assignments are accepted with a 20% penalty per day late up to 5 days late (at which point the grade would be 0%). This is true for both individual and group assignments.

### **Grading Information**

Students will be evaluated based upon their performance on course requirements and assignments. I encourage you to keep track of your performance during the semester and to remediate any problems as they arise. Grades on any assignment or exam will NOT be rounded to the next highest grade. Do not wait until the end of the semester to address grade concerns.

### **Grading Scale**

Grade	Percentage	Points
A plus	97 to 100%	243 to 250
A	93 to 96%	233 to 242
A minus	90 to 92%	225 to 232
B plus	87 to 89.99 %	218 to 224
B	83 to 86.99%	208 to 217
B minus	80 to 82.99%	200 to 207
C plus	77 to 79.99%	193 to 199
C	73 to 76.99%	183 to 192
C minus	70 to 72.99%	175 to 182
D plus	67 to 69.99%	168 to 174
D	64 to 66.99%	160 to 167
D minus	65 to 61.99%	153 to 159
F	< 60%	0 to 152

### **Academic Dishonesty**

Students who are suspected of cheating during an exam or students suspected of plagiarism will be referred to the Student Conduct and Ethical Development office and depending on the severity of the conduct, will receive a zero on the assignment or a grade

of F in the course. Grade Forgiveness does not apply to courses for which the original grade was the result of a finding of academic dishonesty.

### **Using LockDown Browser and a Webcam for Online Exams**

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this short video to get a basic understanding of LockDown Browser and the webcam feature: <https://vimeo.com/214253201> Note: Don't download a copy of LockDown Browser from elsewhere on the Internet; those versions won't work at our institution.

To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.)

When taking an online exam, follow these guidelines:

- Ensure you're in a location where you won't be interrupted
- Turn off all mobile devices, phones, etc.
- Clear your desk of all external materials — books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test
- If a webcam is required, make sure it is plugged in or enabled before starting LockDown Browser
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted
- If a webcam is required, you will be recorded during the test to ensure you're using only permitted resources

### **Incomplete Work**

An “Incomplete” grade indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. The student cannot re-enroll in the course. It is the responsibility of the student to bring pertinent information to the attention of the instructor (regarding the unforeseen reason(s) for requesting an Incomplete) and to determine from the instructor the remaining course requirements that must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated. Clearing an incomplete grade does not permit retaking previously completed portions of the course, nor does it permit assignment of additional graded work (e.g., extra credit) that was not available to other students in the class.



## **Late or Missed Assignments**

Assignments due dates are outlined in the course schedule. Being able to meet deadlines is an important professional skill, which should be practiced now. If you miss a synchronous session or presentation and have a valid, documented excuse (i.e. from your doctor), you may request an *alternative* assignment to be completed by an agreed upon due date. Please note that these lectures and activities were chosen for your benefit and every effort should be made to attend.

For students entering the profession of audiology, the goal is not merely to earn a passing grade in a course or on an examination or assignment. Rather, it is to demonstrate the acquisition of knowledge and skills relative to certification standards in the profession(s). As such, students are required to demonstrate adequate proficiency in essential knowledge and skill areas, as determined by the academic instructor. If student performance for one or more specific knowledge/skill area is below expectations, instructors may require remediation and implement strategies that may include, but are not limited to, the following:

- Rewriting/resubmitting incorrect/incomplete test answer(s)
- Providing oral explanations of content material
- Redoing all or part of academic projects
- Completing directed readings
- Viewing supplemental videos
- Other targeted activities

These additional remediation activities will not alter the grade earned on a particular examination or assignment; however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted in the course.

## **Special Needs/Accommodations**

Please seek assistance from the Disability Access Center (DAC).

<https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

## **Student travel policy**

[https://www.csus.edu/college/health-human-services/communication-sciences-disorders/\\_internal/\\_documents/policy/csad-student-travel-policy.pdf](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/_internal/_documents/policy/csad-student-travel-policy.pdf)

If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing

any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care.

The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms:

<https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Students must adhere to COVID-19 policies as described on the CSUS website. Please refer to the links below for more information and updates.:

<https://www.csus.edu/compliance/risk-management/coronavirus.html>

<https://www.csus.edu/return-to-campus/return-to-campus-faq.html>

## **Online Resources**

### **CSUS Library**

Access to the CSUS Library is a requirement of this course. Please become familiar with library access and login information as quickly as possible. As a CSUS student you should have free access to the library and its resources.

The Department has access to the Health Sciences Librarian Rachel Stark. She is available to you for assistance and questions on how to utilize the library effectively.

<https://library.csus.edu/directory/rachel-stark>

## **CANVAS**

This course is posted on CANVAS. All lecture material and required readings not in the textbook will be available only on CANVAS. Access to CANVAS is a requirement of this course. Laptops are available to loan out as needed.

Please contact the Department for further information. Grades and statistics for the tests will be posted on CANVAS. Please forward interesting links to me as I will post them for the benefit of the entire class. All submissions must be in MS WORD.

## **Additional Information**

### **Attitudes & Technical Skills Required:**

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology.
- An open mind towards online resources.
- Willingness to share your experiences with others.
- Strong analytical and critical thinking skills for when you "get stuck".
- Resourcefulness - don't be afraid to explore and ask questions.
- Time management

### **Technical Assistance:**

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during open hours to speak with the IRT Service Desk Team, or call (916)278-7337. IRT website.
- For assistance with course materials, contact your instructor.

### **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.

### **Sacramento State's Academic Honesty Policy & Procedures:**

"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:

<https://www.csus.edu/umannual/student/stu-100.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,

### **Department Policy on Use of APA format**

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

### **Understand When You May Drop This Course:**

It is the student's responsibility to understand when he/she needs to consider disenrolling from a course. Refer to the Sacramento 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 by the department's policy.

### **Inclusivity:**

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to

lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual

orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

### **Equal Access:**

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Disability Access Center (DAC), 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 DAC and meet with a DAC counselor to request special accommodation before classes start. Sacramento State Disability Access Center offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [dac@csus.edu](mailto:dac@csus.edu)

### **Basic Needs Support**

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at [cares@csus.edu](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the CARES website.

### **Title IX**

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please

email [equalopportunity@csus.edu](mailto:equalopportunity@csus.edu) or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: [www.csus.edu/shcs](http://www.csus.edu/shcs)

Campus Confidential Advocate – Laura Swartzen

Email: [weave@csus.edu](mailto:weave@csus.edu)

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

## **CSUS Grading Policy**

Information for students regarding grading is provided here:

<https://www.csus.edu/umanual/acad/umg05150.htm>

As an instructor, one of my primary responsibilities is to help foster a safe learning environment in the classroom and throughout our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. In this class, sexual topics may emerge in readings, assignments, and class discussions. Making a personal connection with the topics addressed in this class

can be meaningful. However, please be advised that the University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator.

Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting the following confidential resources:

## **Other Resources**

- The Office of Student Affairs maintains a list of campus resources/centers:

<https://www.csus.edu/center/>

- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>

- Library: <https://library.csus.edu/> for consultation: Rachel Stark, MS, AHIP, [stark@csus.edu](mailto:stark@csus.edu)

- Disability Access Center: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>

- Student Academic Success and Education Equity Programs:

<https://www.csus.edu/student-affairs/retention-academic-success/>

- Crisis Assistance and Resource Education Support (CARES):

<https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>

- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>

- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>

- SMART Thinking (tutoring resource): [https://www.csus.edu/student-affairs/centers-programs/degrees-project/\\_internal/\\_documents/smarthinking.pdf](https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf)

## Course Schedule

The schedule is subject to change with fair notice and changes will be announced in class and/or Canvas announcement.

Date	Lecture Topics	Reading
8/25 8/27	Syllabus Review What is Tinnitus?	Article: Tinnitus Epidemiology: Prevalence, Severity, Exposures And Treatment Patterns In The United States
9/3 9/8	Tinnitus Models	Article: Neurophysiological Approach to Tinnitus Patients
9/10 9/15 9/17 9/22	Assessment of Tinnitus Tinnitus Questionnaires	Articles: Development of Tinnitus Handicap Inventory

		<p>The Tinnitus Functional Index Development of a New Clinical Measure for Chronic Intrusive Tinnitus</p> <p>Tinnitus and Hearing Survey Screening Tool to Differentiate Bothersome Tinnitus from Hearing Difficulties</p>
9/24 9/29 10/1	Hyperacusis Misophonia Phonophobia	<p><b>Articles:</b></p> <p>A Review of Hyperacusis and Future Directions Part I</p> <p>A Review of Hyperacusis and Future Directions Part II</p>
10/6	Midterm Review	Understanding and Managing Tinnitus Video Reflection Due
10/8	Mid-Term Exam	Must have Lockdown Browser with Proctoring on your computer
10/13	Mid-Term Review of Exam Material	
10/15 10/20 10/22 10/27	Tinnitus Counseling Tinnitus Retraining Therapy Progressive Tinnitus Management	<p>PTM certificates are due</p> <p><b>Article:</b></p> <p>Tinnitus Retraining Therapy (TRT) as a Method for Treatment of Tinnitus and Hyperacusis Patients</p>
10/29 11/3	Amplification, Ear-Level Devices, and Cochlear Implantation for Tinnitus Treatment  Guest speaker: TBD	<p><b>Articles:</b></p> <p>Sound therapy (using amplification devices and/or sound generators) for tinnitus</p> <p>Cochlear Implantation for Treatment of Tinnitus in Single-sided</p> <p>Deafness: A Systematic Review and Meta-analysis</p>



11/5 11/10	Bimodal Stimulation and Neuromodulation Devices for Tinnitus Treatment  Guest speaker: TBD	Article: Bimodal neuromodulation combining sound and tongue stimulation reduces tinnitus symptoms in a large randomized clinical study
11/12 11/17 11/19	Cognitive Behavioral Therapy Approach to Tinnitus Mangement	
11/24 12/1 12/3	Case Presentations	Have your Case Submitted by 11:59pm on 11/23
12/8	Final Exam	Time TBD