

Last name of instructor (Semester Year)

California State University, Sacramento
PEDIATRIC AND EDUCATIONAL AUDIOLOGY
CSAD632 - 3 units
Summer 2020 (AUD-1)

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

Madell, J.R., & Flexer, C. (2013). *Pediatric audiology* (2nd ed.). Thieme.

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

COURSE DESCRIPTION

Overview

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This course presents topics in the background and development of auditory disorders in infants and children, assessment approaches, and management of hearing loss. Students will learn about the effects of hearing loss on auditory and listening skills development and learning with an emphasis on educational settings.

Approved Course Description (from CSUS Course Catalog)

Introduction to etiologies of childhood hearing impairment, including genetics, syndromic and non-syndromic causes of hearing loss, and risk factors. Objective and behavioral measures of assessing auditory function and hearing in newborns, infants, toddlers, and children. Review of screening procedures.

WHY IS THIS COURSE IMPORTANT?

Early identification of hearing loss in newborns, infants, and young children is important to ensure speech and language development, social skills, and academic achievement. Pediatric hearing evaluation methods require modifications or different approaches to testing in adult populations. Universal newborn hearing screenings play a large role in the timely diagnosis of hearing loss in infants.

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. List major steps in the embryology of the auditory system
2. Summarize causes of hearing loss in infants and children
3. Describe testing environment and instrumentation needed for assessment of infants, young children, and older children
4. Determine appropriate testing procedures to use with infants, young children, and older children
5. Perform conditioned play audiometry in school settings
6. Explain the importance of early identification of hearing loss as it relates to speech and language development, literacy, academic achievement, cognitive skills, and social skills
7. Discuss management of pediatric hearing loss, including amplification, hearing assistive technology, and classroom modifications/acoustics
8. Describe counseling approaches for parents, families, and multicultural and multilingual families
9. List the members of an interprofessional team for managing hearing loss in school settings
10. Give examples of interprofessionalism in pediatric audiology

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11. Identify resources in the community and online for children and families of children with hearing loss

Graduate Learner Outcome	Component Indicating Competence	Grade(s) Received
1-4,6-10	Exam (100%)	
1-4,6-10	Quiz (100%)	
5	Pediatric assessment laboratory (100%)	
6,11	Observation (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 ten quizzes, pediatric assessment lab, two exams, and three observation experiences.

Quizzes

Weekly quizzes will be available on SacCT one week prior to the due date. Students are expected to complete the quiz before the scheduled due date. Quizzes are based on assigned reading. Students will have 60 minutes to take the quiz; late submissions will receive a 0.

Pediatric assessment lab

Students will accompany an educational audiologist in the school system to complete hearing screenings.

Observations

Students will complete observations of three speech-language pathologists' auditory-verbal therapy sessions. Reflection assignment will be available on SacCT.

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:**

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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

"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>
Quizzes (10 points x 5)	50
Midterm	150
Final exam	300
Pediatric assessment lab (in schools)	150
Observations (50 points x 3)	150
TOTAL COURSE POINTS	800

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AVAILABLE

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.

Grade	Percentage
A	93-100%
A-	90-92%
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
5/30	Review of anatomy and physiology Embryology	Madell & Flexer- Ch. 1
6/4	Review of genetics of hearing loss	Madell & Flexer- Ch. 3
6/6	Causes of hearing impairment in children	Madell & Flexer- Ch. 2
6/6	Causes of hearing impairment in children Auditory processing disorders	Madell & Flexer- Ch. 4
6/11	Auditory processing disorders Hierarchy of listening skills and auditory behaviors	Madell & Flexer- Ch. 16
6/13	Behavioral versus objective assessments	Madell & Flexer- Ch. 6 Jerger, J.F., & Hayes, D. (1976). The cross-check principle in pediatric audiology. <i>Archives in Otolaryngology</i> , 102(10), 614-620.
6/18	Test environment considerations for pediatric assessments	Madell & Flexer- Ch. 14
6/20	Behavioral observational audiometry, visual reinforcement audiometry, conditioned play audiometry	Madell & Flexer- Ch. 7-9
6/25	Hearing screenings in schools	Madell & Flexer- Ch. 5
6/27	Review for midterm exam	
7/2	Midterm exam	
7/4	Speech audiometry considerations for children	Madell & Flexer- Ch. 11
7/9	Acoustic immittance Tympanometry Reflectance	Madell & Flexer- Ch. 12
7/11	Auditory brainstem response testing and fitting	Madell & Flexer- Ch. 13,

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	OAEs	15
7/16	Pediatric case history	
7/18	Impact of hearing loss on speech and language development	Madell & Flexer- Ch. 27-28 Lieu, J.E.C. (2013). Unilateral hearing loss in children: Speech-language and school performance. <i>B-ENT</i> , Suppl 21, 107-115.
7/23	Speech-language pathology screenings (guest lecture)	Madell & Flexer- Ch. 28
7/25	Impact of hearing loss on academic performance	Madell & Flexer- Ch. 24
7/30	Pediatric amplification: Selection	Madell & Flexer- Ch. 20-22 Muñoz, K., Olson, W.A., Twohig, M.P., Presto, E., Blaiser, K., & White, K.R. (2015). Pediatric hearing aid use: Parent-reported challenges. <i>Ear & Hearing</i> , 36(2), 279-287.
8/1	Pediatric amplification: Verification and validation	Marcoux, A., & Hansen, M. (2003). Ensuring accuracy of the pediatric hearing aid fitting. <i>Trends in Amplification</i> , 7(1), 11-27.
8/6	Classroom acoustics and amplification	Madell & Flexer- Ch. 23
8/8	Identifying resources (online, community) for families, teachers, etc. IEPs and interdisciplinary collaborations	Madell & Flexer- Ch. 25
8/13	Counseling parents Multicultural and multilingual families	Madell & Flexer- Ch. 33-34 Caballero, A., Muñoz, K., White, K., Nelson, L., Domenech-Rodriguez, M., & Twohig, M. (2017). Pediatric hearing aid management: Challenges among Hispanic families. <i>Journal of the American Academy of Audiology</i> , 28(8), 718-730.
8/15	Universal newborn hearing screenings Legislation (California, national) Children with special needs	Madell & Flexer- Ch. 5, 10 Shulman, S., Besculides, M., Saltzman, A., Ireys, H., White, K.R., & Forsman, I. (2010). Evaluation of the universal newborn hearing screening and intervention program. <i>Pediatrics</i> , 126(Suppl 1), S19-S27. California Newborn Hearing Screening

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		Program- Provider Manual (dhcs.ca.gov)
8/19	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.

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