

Last name of instructor (Semester Year)

California State University, Sacramento

PEDIATRIC HABILITATION

CSAD652 - 3 units
Spring 2021 (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

Northern, J.L., & Downs, M.P. (2014). Hearing in children (6th ed.). Plural Publishing.

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, CSAD641, CSAD641L, CSAD642, CSAD643

COURSE DESCRIPTION

Overview

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This course prepares students for serving children who have hearing loss, as well as their families. Students will learn about the importance of early intervention, assessment, habilitation, and communication in working with children with hearing loss.

Approved Course Description (from CSUS Course Catalog)

Early identification, assessment, and habilitation for infants and children with hearing loss. Focus on speech and language outcomes, communication strategies, technology, and counseling of families.

WHY IS THIS COURSE IMPORTANT?

This course is important because it addresses the needs of the pediatric population who have hearing loss or who are deaf or Deaf, along with their families. The class has a strong interprofessional focus because of the work of speech-language pathologists with this population.

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. Outline major milestones in the typical development of speech and language
2. Describe the effects of hearing loss on speech and language perception and production in children
3. Explain assessment procedures for an infant, young child, and school-aged child
4. Identify resources for early identification and intervention for children with hearing loss in California
5. Describe the role of a pediatric audiologist in the identification, assessment, intervention, and management of a child with hearing loss
6. Explain procedures for managing hearing loss in an infant or child, including devices, speech-language therapy, and classroom management.
7. Describe the role of the family and/or caregiver in the habilitation of children with hearing loss

Graduate Learner Outcome	Components Indicating Competence	Grade(s) Received
1-7	Exam (100%)	
3-5	Interview with pediatric audiologist	

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	(100%)	
1-7	Case study presentation (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 an interview with a pediatric audiologist, case study presentation, and three exams.

Interview

Students will interview a pediatric audiologist (in person or by phone/email) about their experiences with assessment techniques, "lessons learned," and other considerations for managing hearing loss in the pediatric population.

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

"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/um anual/AcademicHonestyPolicyandProcedures.htm>

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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>
Interview with pediatric audiologist	100
Pediatric habilitation case study presentation	150
Exam (date and material covered)	200
Exam (date and material covered)	200
Final exam (date and material covered)	300
<u>TOTAL COURSE POINTS AVAILABLE</u>	950

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%

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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
1/20	Introduction to course	
1/22	Demographics of hearing loss in children	Northern & Downs- Ch. 1
1/27	Team management	Northern & Downs- Ch. 1
1/29	Genetic inheritance of hearing loss Prenatal development Fetal development Nurseries	Northern & Downs- Ch. 2
2/3	Auditory and speech-language development	Northern & Downs- Ch. 3
2/5	Auditory and speech-language development	Northern & Downs- Ch. 3 Stevenson, J., McCann, D., Watkin, P., Worsfold, S., & Kennedy, C. (2010). The relationship between language development and behaviour problems in children with hearing loss. <i>Journal of Child Psychology and Psychiatry</i> , 51(1), 77-83.
2/10	Auditory and speech-language development	Northern & Downs- Ch. 3 Weisleder, A., & Fernald, A. (2013). Talking to children matters: Early language experience strengthens processing and builds vocabulary. <i>Psychological Science</i> , 24(11), 2143-2152.
2/12	Childhood disorders, SNHL	Northern & Downs- Ch. 4
2/17	Childhood disorders, CHL	Northern & Downs- Ch. 4
2/26	Review for Exam 1	
3/2	Exam 1	
3/4	Early intervention	Northern & Downs- Ch. 5 Halpin, K. S., Smith, K. Y., Widen, J. E., & Chertoff, M. E. (2010). Effects of universal newborn hearing screening on an early

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		intervention program for children with hearing loss, birth to 3 yr of age. <i>Journal of the American Academy of Audiology</i> , 21(3), 169-175.
3/9	Federal mandates California and early intervention services	Northern & Downs- Ch. 3
3/11	Breaking news to parents	Northern & Downs- Ch. 5
3/16	Service dogs	Northern & Downs- Ch. 5
3/18	Auditory assessment: Behavioral	Northern & Downs- Ch. 6
3/23	Auditory assessment: Physiologic	Northern & Downs- Ch. 7
3/25	Hearing screenings	Northern & Downs- Ch. 7 Patel, H., Feldman, M., & Canadian Paediatric Society, Community Paediatrics Committee. (2011). Universal newborn hearing screening. <i>Paediatrics & Child Health</i> , 16(5), 301-305.
3/30	Review for Exam 2	
4/1	Exam 2	
4/6	Pediatric hearing aid fittings	Northern & Downs- Ch. 9
4/8	Considerations for hearing aids	Northern & Downs- Ch. 9
4/13	Formulae for fitting children	Northern & Downs- Ch. 9
4/15	Probe microphone measurements Binaural fittings	Northern & Downs- Ch. 9
4/20	Children with hearing loss in the schools SLPs and auditory-verbal therapy	Northern & Downs- Ch. 10 Schafer, E. C., & Sweeney, M. (2012). A sound classroom environment. <i>The ASHA Leader</i> , 17(4), 14-17.
4/22	Parent education IEP development activity	Northern & Downs- Ch. 10 Holzinger, D., Fellingner, J., & Beitel, C. (2011). Early onset of family centered intervention predicts language outcomes in children with hearing loss. <i>International Journal of Pediatric Otorhinolaryngology</i> , 75(2), 256-260.

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4/27	Supporting parents	
4/29	Involving children and parents	
5/4	Review for final exam	
5/11	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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