

CSAD 133: Aural Rehabilitation

Spring 2019

Section 2 – Monday & Wednesday 5:45 PM – 7:00 PM, Folsom Hall, Room 1050
Section 3 – Monday & Wednesday 7:30 PM – 8:45 PM. Folsom Hall, Room 1050

Instructor: Robert Ivory, Au.D., CCC-A

Phone: none

Office Hours: TBA

Office: TBA

Email: robert.ivory@csus.edu

Course Description:

CSAD 133. Aural Rehabilitation. According to Tye-Murray, aural rehabilitation is "intervention aimed at minimizing and alleviating the communication difficulties associated with hearing loss." This course examines communication assessment and remediation approaches for children and adults with both peripheral and central auditory problems. **Prerequisite:** CSAD 125, CSAD 126, CSAD 130, PSYC 2, STAT 1, CHDV 30 and DEAF 51. **Graded:** Graded Student.

Units: 3.0

Course Registration and Sections: You must attend the section for which you have registered. Please do not ask me if it is okay to be registered in one class and attend another for the semester. No one wants to be in the later class, but the other two sections cannot accommodate all the students from the later section. So, to be fair, **EVERYONE MUST STAY IN THEIR REGISTERED SECTION.** I understand that occasionally there may be a compelling reason for a student sit in another section for a single class, however this will be reviewed case by case.

Course Materials:

Required Texts:

Foundations of Aural Rehabilitation. Children, Adults, and Their Family Members, 2015 4th Edition, Tye-Murray, N. Cengage Learning.

Top Hat

Supplementary Texts (not required):

Audiometric Interpretation: A Manual of Basic Audiometry. 2nd Edition 1993, Kaplan, Gladstone and Lloyd. Allyn and Bacon.

Auditory Training. Norman P. Erber. Alexander Graham Bell Association for the Deaf. 1982.

Introduction to Audiology, 11th Edition, Frederick Martin and John Clark

Required Software:

Microsoft Office Suite 2013 (Compatible)

- WORD
- EXCEL
- POWER POINT

Adobe Reader

Canvas

Additional information from the following texts will be provided to students in lecture or printed material:

References:

Anatomy and Physiology of Hearing for Audiologists: Clark & Ohlemiller.
Counseling in Audiologic Practice: Clark & English
Audiology the Fundamentals: 3rd Edition; Bess & Humes

Essentials of Audiology: Gelfand, 2nd edition
Audiologists Desk Reference: Hall and Mueller, Volume I
Diseases of the Ear: A Pocket Atlas: Hawke and McCombe
Clinical Otology: Hughes and Pensak, Second Edition
Handbook of Clinical Audiology, 5th edition: Jack Katz, Ed.
Introduction to Audiology: A review manual: Martin and Clark, 5th edition.
Hearing Disorders: Northern and Downs, 5th Edition
Lectures by Robert Tice PhD, CSUS 1998-2003
Lectures by Carole Mayer, PhD, CSUS 2000-2003
Speech and Hearing Science: Zemlin, 4th Edition
Fundamentals of Audiology: Welling and Ukstins
Central Auditory Processing Disorders – New Perspectives: Chermak and Musiek
An Introduction to Auditory Processing Disorders in Children: Parthasarathy
Aural Rehabilitation – Serving Adults and Children, 4th Ed: Hull
Auditory Disorders in School Children, 3rd Ed: Roeser and Downs
Helping Children Overcome Learning Difficulties: Rosner
Audiologists' Desk Reference, Vol 2: Mueller and Hall
Hearing Assistive and Access Technology: Atcherson, Franklin and Smith-Olinde
Introduction to Auditory Rehabilitation, A Contemporary Issues Approach, Johnson

Canvas

Access to Canvas is a requirement of this course. Campus computers are available for student use in many locations. This course is posted on Canvas. All lecture material and required readings not in the text book will be available only on Canvas. I do not recommend printing the lectures until the day before class as the content could possibly change. 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. Required readings will be posted in WORD or PDF format on Canvas.

Attendance and Exams and Grades:

Attendance: Attendance is mandatory. Attendance and participation will count for 10% of your grade. I understand that occasionally people get sick, so you are allowed up to 3 absences for the semester that will not be counted against you. If you do miss a class, it is your responsibility to get the material that was covered from your classmates. Do not ask me for it. Some information reviewed in class may not be found anywhere else.

Note: I will be using TopHat for attendance. Technology is great but can have its problems. It is your responsibility to be sure that you were not marked absent for a class you attended before leaving that class. Meaning that you must come to me immediately after class to let me know that you were mistakenly marked absent. **I WILL NOT ADJUST ATTENDANCE ANY OTHER TIME EXCEPT IMMEDIATELY AFTER CLASS.**

Exams: There will be 3 exams given throughout the semester. The exams can include a combination of multiple choice questions, matching, short answer, fill in the blanks, and/or essay type questions. Each exam will be worth 100 points. The exams will cover all readings, lectures, including guest lectures and assignments. Each exam will cover the topics of each section. However, this class is cumulative and you will need to have a good understanding of the material in each section in order to continue to the next section. All previous subject matter may be tested during these exams. All exams are required. **There are NO MAKE-UPS.** The last exam will be given during dead week.

Final Exam: There will also be a **CUMULATIVE** final exam which will be given during finals week. The final exam will be worth 150 points.

Assignments: There will be two assignments that must be completed and handed in. One assignment deals with accessibility for the hearing impaired in public venues. The other deals with AR for Children and/or Adults. Both assignments must be typed, double-spaced with 1-inch margins with your name and section in the left-hand corner, title of assignment in the right-hand added as a header on page 1 only. It should be no less than two pages. **ANY ASSIGNMENT NOT MEETING THESE REQUIREMENTS WILL NOT BE GRADED.** Each assignment is worth 50 points.

Speakers: There may be an occasional speaker coming to class. You will be given notice in advance of the speaker's lecture date. Attendance is mandatory.

Readings: The assigned readings are not optional; you will be tested on the material. The material will only be covered briefly in class. All readings will be from our text or posted on web CT. **This course requires extensive reading. Be prepared and read all reading assignments prior to class.**

Videos: Some lectures may have online video assignments as well as readings. These videos are not optional; you will be tested on the material. All videos will be posted on web CT.

The Final Grade will be based on a percentage of total points and will be assigned as follows:

A	100 – 95.0	A-	94.9 – 90.0	B+	89.9 - 87.0	B	86.9 – 83.0
B-	82.9 – 80.0	C+	79.9 – 77.0	C	76.9 – 73.0	C-	72.9 – 70.0
D+	69.9 – 67.0	D	66.9 – 63.0	D-	62.9 - 60.0	F	59.9 or below

Remediation: *If you receive a midterm grade lower than a C, you are required to sign up for an office hour to discuss your exam. If you cannot come during office hours, I will set up a special appointment time with you. I will analyze your exam with you and identify areas where you have had difficulty with specific course learning outcomes/competencies. I will give you specific strategies and suggestions that will help you establish competence and knowledge in these areas. You will need to follow through with these suggestions in order to receive a complete grade in the class.*

Policy on making up exams and quizzes: There are no make-up exams.

No make-up exams are given unless there is a documented medical emergency with written proof. Being late for an exam or quiz will not entitle you to extra time. Please make sure you arrange your schedules to be here on time for the exams.

Group Discussions: If you need to speak to your classmate on an issue not pertaining to the lecture please leave the room. If it pertains to the class please ask me or address the entire class. Please keep your behavior in class professional.

Cell Phone Policy: Please keep your cell phones turned off during class. If you absolutely need it to be on please keep it on "vibrate" mode and sit near the exit. If you need to take a call please leave the classroom silently and come back when you are finished. You do not need to ask permission to leave or enter the class.

Computer Policy: Accessing Canvas, TopHat or class material during class is allowed. **Viewing content online that is not part of class instruction is not allowed and you will be asked to leave class if you do so, and you will forfeit any points for attendance/class participation for that class.**

Drop/Add: Students may drop and add classes according to University Policy. Students must fill out appropriate forms and meet University deadlines to drop or add classes.

Special Needs/Accommodations: Any student who does not understand or accept the contents or terms of this syllabus or has a disability or condition that compromises his or her ability to complete course requirements must notify the instructor in writing within one week of receiving this syllabus. They must then seek assistance from Disabled Students Services and/or the Learning Center.

University policy on plagiarism: Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporating another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. When the source is not noted, the following would constitute plagiarism:

1. Word-for-word copying.
2. The mosaic (to intersperse a few words of one's own here and there while, in essence, copying another's work).
3. The paraphrase (the rewriting of another's work, yet still using the fundamental idea or theory).
4. Fabrication (inventing or counterfeiting sources).
5. Ghost-written material (submitting another's effort as one's own).

It is also plagiarism to neglect quotation marks on material that is otherwise acknowledged. Plagiarism and acts associated with it are cause for disciplinary and/or legal action.

Plagiarism is a serious offence and at CSUS it is your responsibility to familiarize yourself with the university policy which may be found at: <http://www.csus.edu/admbus/umannual/UMP14150.htm>

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 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. Sacramento State Services to Students with Disabilities (SSWD) 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, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD 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 sswd@csus.edu.

Specific Student Learning Outcomes:

1. Define Aural Rehabilitation
2. Describe the components of an AR program
3. Describe Deaf Culture and contrast Deaf and deaf.
4. Describe the psychosocial and psychoacoustic aspect of hearing loss.
5. List and describe the type of counseling SLP's and Aud perform in AR.
6. Identify a conductive, sensorineural and mixed hearing loss from an audiogram.
7. Identify a mild, moderate, severe and profound hearing loss by decibel.
8. Discuss the Speech Banana audiogram.
9. Define redundancy as it relates to speech and hearing.
10. Identify different types of hearing aids & trouble shooting of hearing aids.
11. Define gain, frequency response and maximum power output and relate each to the audiogram.
12. Describe a cochlear implant, who is eligible and talk about advantages and limitations.
13. Discuss various types of assistive listening devices (ALDs).
14. Identify communication strategies used by hearing impaired and their communication partners.
15. Define the concept of conversational fluency.
16. Define lip reading (LR or speech reading) and discuss advantages and limitations.
17. Talk about the various degrees of visibility of various sounds.
18. Define auditory training and discuss Erber's four stages.
19. Define analytic and synthetic auditory training.
20. Describe methods of testing hearing in infants and toddlers and small children.
21. Describe the impact of legislation on the education of hearing-impaired children.
22. Define IFSP and IEP and describe how this impacts education for deaf and hard of hearing children
23. Define communications modes and describe the different communication modes for deaf and hard of hearing children.
24. Describe the impact of hearing loss on speech, language and literacy of deaf and hard of hearing children.
25. Describe speech, language and literacy evaluations for deaf and hard of hearing children.
26. Describe AR programs for deaf and hard of hearing children.

27. Define central auditory processing (CAP) or auditory processing disorders (APD) and differentiate it from attention deficit hyperactivity disorder (ADHD).
28. Identify and list the structures in the central auditory pathway.
29. List and discuss at least three areas of auditory processing and their associated auditory tests.
30. List and discuss a minimum of three language-based assessment tests.
31. Discuss management strategies for APDs.

Learning Outcomes Competencies:

Mastery of each student learning outcome listed below is indicated by a grade of C (73-76%) 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 C. 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.

<u>Course Learning Outcome</u>	<u>Components Indicating Competence</u>	<u>Grades Received</u>
<u>1</u> Define Aural Rehabilitation.	<u>Midterm 1</u>	
<u>2</u> Describe the components of an AR program	<u>Midterm 1, 2</u>	
<u>3</u> Describe Deaf Culture and contrast Deaf and deaf.	<u>Midterm 1</u>	
<u>4</u> Describe the psychosocial and psychoacoustic aspect of hearing loss.	<u>Midterm 1, 2, 3</u>	
<u>5</u> List and describe the type of counseling SLP's and Aud perform in AR.	<u>Midterm 1</u>	
<u>6</u> Identify a conductive, sensorineural and mixed hearing loss from an audiogram.	<u>Midterm 1</u>	
<u>7</u> Identify a mild, moderate, severe and profound hearing loss by decibel	<u>Midterm 1</u>	
<u>8</u> Discuss the Speech Banana audiogram.	<u>Midterm 1, 3</u>	
<u>9</u> Define redundancy as it relates to speech and hearing.	<u>Midterm 1, 2, 3</u>	
<u>10</u> Identify different types of hearing aids	<u>Midterm 1</u>	
<u>11</u> Define gain, frequency response and maximum power output and relate each to the audiogram.	<u>Midterm 1</u>	

<u>12</u> Describe a cochlear implant, candidacy and talk about advantages and limitations of CI.	<u>Midterm 1</u>	
<u>13</u> Discuss various types of assistive listening devices (ALDs).	<u>Midterm 1, 3</u> <u>Class Project</u>	
<u>14</u> Identify and describe communication strategies for hearing impaired.	<u>Midterm 2</u>	
<u>15</u> Contrast lip reading and speech reading and discuss advantages and limitations of each.	<u>Midterm 2</u>	
<u>16</u> Talk about the various degrees of visibility of various sounds.	<u>Midterm 2</u>	
<u>17</u> Define the concept of conversational fluency.	<u>Midterm 2</u>	
<u>18</u> Define auditory training and discuss Erber's four stages.	<u>Midterm 2</u>	
<u>19</u> Define and identify analytic and synthetic auditory training	<u>Midterm 2</u>	
<u>20</u> Describe methods of testing hearing in infants and toddlers and small children.	<u>Midterm 3</u>	
<u>21</u> Describe the impact of legislation on the education of hearing-impaired children.	<u>Midterm 3</u>	
<u>22</u> Define IFSP and IEP and describe how this impacts education for deaf and hard of hearing children	<u>Midterm 3</u>	
<u>23</u> Define communications modes and describe the different communication modes for deaf and hard of hearing children.	<u>Midterm 3</u>	
<u>24</u> Describe the impact of hearing loss on speech, language and literacy of deaf and hard of hearing children.	<u>Midterm 3</u>	
<u>25</u> Describe speech, language and literacy evaluations for deaf and hard of hearing children	<u>Midterm 3</u>	
<u>26</u> Describe AR programs for deaf and hard of hearing children.	<u>Midterm 3</u>	

<u>27</u> Define central auditory processing (CAP) or auditory processing disorders (APD) and differentiate it from attention deficit hyperactivity disorder (ADHD).	<u>Midterm 3</u>	
<u>28</u> Identify and list the structures in the central auditory pathway.	<u>Midterm 3</u>	
<u>29</u> List and discuss at least three areas of auditory processing and their associated auditory tests.	<u>Midterm 3</u>	
<u>30</u> List and discuss a minimum of three language based assessment tests	<u>Midterm 3</u>	
<u>31</u> Discuss management strategies for APDs.	<u>Midterm 3</u>	

CSAD 133: Aural Rehabilitation:

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.

· The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.