



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2020	Course: CSAD 133: Introduction to aural rehabilitation	Section: 50
Meeting Days: MW	Meeting Times: 3:00-4:15pm	Location: Online (Zoom meeting ID: 980 4684 7169)
Instructor: Laura Gaeta, Ph.D.	Email: лгаeta@csus.edu	Phone: 916-278-4701
Office Location: Folsom Hall 2316	Office Hours/Appointments: By appointment. (Scheduled by instructor on Zoom)	

Catalogue Course Description:

CSAD 133. Introduction to Aural Rehabilitation

3 units

Prerequisite(s): CSAD 125, CSAD 126, CSAD 130, PSYC 2, STAT 1, CHDV 30, DEAF 51.

Principles of aural (re)habilitation across the lifespan. Topics include psychosocial aspects of hearing impairment, communication strategies, amplification, and intervention approaches for children and adults with hearing loss.

Place of Course in Program

This course is designed to introduce students to aural (re)habilitation across the lifespan. The course will present the four components of aural rehabilitation (sensory management, perceptual training, counseling, and instruction in the use of technology and control of the listening environment) as they relate to children, adults, and older adults with hearing impairment.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y

Personal and Social Responsibility, Including: civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Course Learning Outcomes:

CSAD 133 SPECIFIC STUDENT LEARNING OUTCOMES:

Upon completion of this course, students will:

1. Summarize aural rehabilitation and its place in the contemporary scope of practice for audiologists and speech-language pathologists.
2. Describe procedures for interpreting hearing sensitivity and speech understanding in children and adults.
3. Explain how amplification (including hearing aids, implantable devices, and hearing assistive technology) can be used in the management of hearing loss in children and adults.
4. Discuss appropriate communication strategies and intervention approaches for children and adults with hearing loss.
5. Outline the major components and supporting theories of aural rehabilitation programs.
6. Describe the effects of hearing loss on speech and language development and literacy outcomes.

Course Objective	Components Indicating Competence	Grades Received
1-6	Exams	
1-6	Quizzes	
1-6	Class activities	
1, 3-6	Presentation assignment	
1, 3	Assistive technology assignment	
1-6	Discussion board posts	

Textbooks and Materials:

1. Tye-Murray, N. (2020). *Foundations of aural rehabilitation: Children, adults, and their family members* (5th ed.). San Diego, CA: Plural Publishing, Inc. (Note: 4th edition is also acceptable, but students are responsible for identifying the corresponding reading assignment in either edition).
2. Other readings will be available via Canvas. Required readings will be identified, and students will be tested on this material.

Online Resources:

canvas.csus.edu

Microsoft Word and PowerPoint; Adobe Reader

Canvas will be used as the learning management site for dissemination of course readings, handouts, assignments and associated rubrics, announcements, and resources. Students should access Zoom through the course's Canvas site.

Course Requirements/Components:

Class Participation:

Students are expected to actively participate in discussions, and are required to have read the assigned material prior to class meetings. Expectations for Zoom netiquette are outlined below.

Class Attendance:

All lectures will be delivered synchronously, which means that a Zoom call will be scheduled for 75 minutes on Mondays and Wednesdays. Students are expected to join the call on time and stay until the class has finished. If a student is unable to attend a scheduled Zoom session, it is the student's responsibility to notify the instructor before class. There is no attendance taken in this course. If you are sick, stay home and do not attend class. Notify your instructor. 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. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link [COVID-19 Illness/Exposure Report Form](#). Expect a call from SHCS within 24 hours.

Course Grades:

Course grades will be based on ten quizzes, three exams, a final exam, participation in graded in-class activities, a discussion post, one audio/video presentation (PSA assignment), and one oral presentation (assistive technology presentation). Rubrics for all assignments will be available on Canvas. Turnitin.com will be used for written assignments submitted online. For students who become ill or who are placed under quarantine during the COVID-19 pandemic, contact the instructor so that due dates for the below assignments can be adjusted (student will not be penalized in these cases). Follow the Sacramento County Public Health Department's advice: frequently wash hands with warm, soapy water for at least 20 seconds; avoid touching eyes, nose, and mouth; cover coughs and sneezes with a tissue then throw the tissue in the trash; and stay home when you are sick. For information about COVID-19 assessment and remote learning, students are directed to the Sac State mobile app.

In-class activities: Worth up to 15 points, each worth one point for one selected class activity.

Assistive technology presentation: Students will work in groups to deliver a presentation on one type of assistive technology. The presentation should be designed for parents or adults with hearing loss. The format and requirements for this presentation are on Canvas.

PSA assignment: Students will work in small groups to develop and create a presentation for AR. The assignment will be introduced in class, and a rubric is available on Canvas. Presentations will be shared with the class at the end of the semester.

Quizzes: There will be 12 quizzes for this course. Students will have until 11:59pm PT to take and submit the quiz on Canvas unless otherwise noted. The quiz period is 30 minutes.

Exams: There are three unit exams in this independent study course. All exams will be completed via Canvas using LockDown Browser. Students will have the scheduled 48-hour period to take the exam (i.e., students can take the exam at any time on the scheduled exam days), and no class will be held on Zoom during this time. The exam period is 60 minutes.

Final exam: The final exam is cumulative, and will be available on Canvas. Students will have the scheduled exam day to take the final exam (i.e., students can take the final exam at any time on the scheduled exam day), and no class will be held on Zoom during this time.

Grading Policy:

Activity	Points Available	Points Earned
Quizzes (10 quizzes x 5 points each)	50	
Exam I	50	
Exam II	50	
Exam III	50	
Final exam	100	
Assistive technology presentation	25	
AR presentation	25	
Discussion board posts	10	
Class activities (selected)	15	
<u>TOTAL COURSE POINTS AVAILABLE</u>	375	

Letter grades are assigned according to the following scores:

Points	%	Letter
95-100	95-100	A
90-94	90-94%	A-
87-89	87-89%	B+
83-86	83-86%	B
80-82	80-82%	B-
77-79	77-79%	C+
73-76	73-76%	C
70-72	70-72%	C-
67-69	67-69%	D+
63-66	63-66%	D
60-62	60-62%	D-
< 60	< 60%	F

Note: Scores that are on the border between two grades will be rounded (e.g. 94.5% will be 95%, 89.5 will be 90%, etc.) Scores that will round to another letter grade by the second digit after the decimal place (e.g., 89.45) will round to the tens decimal place and follow the first note (e.g., 89.5 will round to 90%).

Course Policies/Procedures:

Students will be required to attend all scheduled class calls. Students are responsible for all assigned readings, whether discussed in class or not. Students who miss class must obtain the assignments and missed work from the course website, from a classmate, or by emailing the instructor. Course materials will be available on Canvas. Turnitin will be used for written assignments. This course will follow department policies regarding academic misconduct. Recording of lecture is not permitted unless the student has received prior approval (with appropriate documentation) from the instructor.

TENTATIVE Course Schedule/Outline:

Date	Topic and Activity or Exam	Textbook Readings and Deadlines (Additional required reading will be available on Canvas)
08/31	Syllabus, introduction to course, overview of AR 130 review	
09/02	What is AR? Purpose, scope of practice, WHO model	Ch. 1 Quiz 1 due
09/07	<i>No class - Labor Day</i>	
09/09	Adults with hearing loss: Prevalence, journey, psychosocial effects	Ch. 2 Quiz 2 due
09/14	Assessment of hearing and speech perception in adults	Ch. 3 Quiz 3 due
09/16	Listening technology: Hearing aids	Ch. 4
09/21	Listening technology: Cochlear implants and hearing assistive technology	Ch. 4
09/23	Assistive technology presentations	Ch. 4 Assistive technology presentation Quiz 4 due
09/28	Review for Exam I	
09/30	Exam I	
10/05	Auditory training	Ch. 5 Quiz 5 due
10/07	Speechreading	Ch. 6 Quiz 6 due
10/12	Communication difficulties	Ch. 7-9
10/14	Communication strategies	Ch. 7-9 Quiz 7 due
10/19	Counseling and psychosocial support; assertiveness training	Ch. 10 Quiz 8 due
10/21	Group AR programs	Ch. 7-9
10/26	Older adults	Ch. 11-12
10/28	AR plans	Ch. 11-12 Quiz 9 due
11/02	Review for Exam II	
11/04	Exam II	

11/09	Children with hearing loss: Prevalence, disorders PSA assignment introduced	Ch. 13 Quiz 10 due
11/11	<i>No class – Veterans Day</i>	
11/16	Children with hearing loss: Teams and caregivers	Ch. 13
11/18	Infants and toddlers with hearing loss	Ch. 14 Quiz 11 due
11/23	School-age children with hearing loss	Ch. 15 Quiz 12 due Extra credit due (optional) by 8:00am
11/25	<i>No class – work on PSA assignment</i>	
11/30	Legislation topics Pediatric amplification	See Canvas Discussion posts due
12/02	Review for final exam	
12/07	Exam III	
12/09	Last day of classes: presentations and wrap-up Review for final exam	
TBD	Final exam	

Subject to change at the discretion of the instructor. In the event of a change, you will be notified

Online Learning

For additional information, please review the [CSAD Handbooks](#) website

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see [Guidelines for Online Discussions](#).

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 education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

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

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

Additional Information

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/student/stu-0100.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 Conduct](#).

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 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 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 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.

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 to speak with a case manager about the resources available to you. Check out the [CARES website](#).

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
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- 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>

CSAD 133: Introduction to 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.