



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2020	Course: CSAD 133 Aural Rehabilitation.	Section: 03
Meeting Days: TR	Meeting Times: 7:30 PM-8:45 PM	Location: Folsom Hall 2604
Instructor: Dr. Robert Ivory, Au.D.	Email: <a href="mailto:robert.ivory@csus.edu">robert.ivory@csus.edu</a>	Phone: 916-278-6631
Office Location: Folsom Hall 2000 Cubicle C	Office Hours/Appointments: 1/31, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/8, 5/22: 9 AM – 11 AM, and by appointment.	

#### Catalogue Course Description:

**CSAD 133. Aural Rehabilitation.**

**3 Units**

**Prerequisite(s):** [CSAD 125](#), [CSAD 126](#), [CSAD 130](#), [PSYC 2](#), [STAT 1](#), [CHDV 30](#), and [DEAF 51](#).

**Term Typically Offered:** Fall, Spring

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.

#### Place of Course in Program

<Insert text here>

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
<b>Competence in the Disciplines:</b> <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
<b>Knowledge of Human Cultures and the Physical and Natural World</b> <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
<b>Intellectual and Practical Skills, Including:</b> <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
<b>Personal and Social Responsibility, Including:</b> <i>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</i>	N
<b>Integrative Learning**, Including:</b> <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

#### Course Learning Outcomes:

##### UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of C 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.

**CSAD XYX SPECIFIC STUDENT LEARNING OUTCOMES:**

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 Learning Outcome	Components Indicating Competence	Grades Received
#1	Exam 1, Final Exam	
#2	Exam 1, Exam 3, Final Exam	
#3	Exam 1, Exam 3, Final Exam, Project	
#4	Exam 2, Exam 3, Final Exam, Project	
#5	Exam 1, Exam 2, Exam 3, Final Exam	
#6	Exam 3, Final Exam	

**Textbooks and Materials:**

Foundations of Aural Rehabilitation. Children, Adults, and Their Family Members, 2020 5<sup>th</sup> Edition, Tye-Murray, N. Cengage Learning.

Top Hat

Mayer, C., Trezek, B.J. Literacy outcomes in deaf students with cochlear implants: current state of the knowledge, *The Journal of Deaf Studies and Deaf Education*, Volume 23, Issue 1, January 2018, Pages 1–16,

<https://doi.org/10.1093/deafed/enx043>

Harris, M., Terlektsi, E, & Kyle, F.E. (2017). Literacy outcomes for primary school children who are deaf and hard of hearing: a cohort comparison study. *Journal of Speech, Language, and Hearing Research*, 60, 701 -711.

Moeller, M.P., McCreery, R. (2017) Children who are hard of hearing: Still forgotten? *The ASHA Leader*, 22, 16 – 17.

Ross, M. (1997). A retrospective look at the future of aural rehabilitation. *Journal of the Academy of Rehabilitative Audiology*, 30, 11-28.

Yoshinaga-Itano, C., Baca, R.L., & Sedey, A.L. (2010). Describing the trajectory of language development in the presence of severe to Profound hearing loss: A closer look at children with cochlear implants versus hearing aids. *Otology & Neurotology*, 31(8), 1268 – 1274.

## Online Resources:

CANVAS

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## Course Requirements/Components:

**Attendance:** Attendance is mandatory. Attendance and participation will count for 10% of your grade. I understand that occasionally people get sick and/or life events happen, so you are allowed up to 3 absences for the semester which 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. Remember that the information reviewed in class may not be found anywhere else.

**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. And as such previous subject matter maybe tested during these exams. All exams are required. **There are NO MAKE-UPS.**

**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 is one assignment that must be completed and handed in. This assignment deals with accessibility for the hearing impaired in public venues. Assignment must be typed, double-spaced with 1-inch margins with your name and section in the upper left-hand corner, title of assignment in the upper right-hand corner 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.** This assignment is worth 50 points. The assignment is due Tuesday, 5/5/2020.

**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.

## Grading Policy:

Source	Points
Attendance	55
Exams	450
Project	50

Letter grades are assigned according to the following scores

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

### Course Policies/Procedures:

**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.

**Attendance:** Attendance is mandatory. Attendance and participation will count for 10% of your grade. I understand that occasionally people get sick or other life situations come up unexpectedly, 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. The information reviewed in class may not be found anywhere else.

**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 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.

**TENTATIVE Course Schedule/Outline:**

<b>Week</b>	<b>Lectures</b>	<b>Lectures</b>	<b>Readings</b>
<b>Week 1</b> 1/21 – 1/24	<b>Tues 1/21</b> <b>AR and Its Purpose</b>	<b>Thurs 1/23</b> <b>Audiometric Interpretation</b>	Text - Chapters 1, 2 Ross.pdf
<b>Week 2</b> 1/27 – 1/31	<b>Tues 1/28, 1/30</b> <b>Audiometric Interpretation, Effects of Hearing Loss</b>	<b>Thurs 1/30</b> <b>Hearing Aids</b>	Text – Chapters 2, Chapter 4 pages 100 – 103, Chapter 3
<b>Week 3</b> 2/3 – 2/7	<b>Tues 2/4</b> <b>Hearing Aids</b>	<b>Thurs 2/6</b> <b>Cochlear Implants</b>	Text - Chapter 3, 13 pages 383 - 387
<b>Week 4</b> 2/10 – 2/14	<b>Tues 2/11</b> <b>Related Technology</b>	<b>Thurs 2/13</b> <b>Auditory Training Exam Review</b>	Text – Chapter 3, 4
<b>Week 5</b> 2/17 – 2/21	<b>Tues 2/18</b> <b>Exam 1</b>	<b>Thurs 2/20</b> <b>Auditory Training Speech Reading</b>	Text – Chapter 4, 5
<b>Week 6</b> 2/24 – 2/28	<b>2/25</b> <b>Speech Reading Communication Strategies</b>	<b>2/27</b> <b>Conversational Fluency</b>	Text – Chapters 5, 6, 7
<b>Week 7</b> 3/2 – 3/6	<b>3/3</b> <b>Psychosocial Aspect of Hearing Loss and Counseling</b>	<b>3/5</b> <b>Aural Rehabilitation Plans</b>	Text – Chapters 9,10, 11 Guidelines for Effective Communication.pdf 10 Rules for Significant Others.pdf
<b>Week 8</b> 3/9 – 3/13	<b>3/10</b> <b>Aural Rehabilitation Plans</b>	<b>3/12</b> <b>No Class</b>	Text – Chapters 10, 11
<b>Week 9</b> 3/16 – 3/20	<b>3/17</b> <b>Evaluating Children for Hearing Loss Exam Review</b>	<b>3/19</b> <b>Exam 2</b>	Text – Chapter 12

<b>Week 10</b> 3/23 – 3/27	<b>3/24</b> <b>Evaluating Children for Hearing Loss Infants &amp; Toddlers</b>	<b>3/26</b> <b>Infants &amp; Toddlers</b>	Text – Chapters 12 My Baby Has Hearing Loss 2014.pdf Text –Chapters 13
<b>Week 11</b> 3/30 – 4/3	<b>Spring Break</b> <b>3/31</b>	<b>Spring Break</b> <b>4/2</b>	American Academy of Audiology Conference
<b>Week 12</b> 4/6 – 4/10	<b>4/7</b> <b>Infants &amp; Toddlers Auditory Training</b>	<b>4/9</b> <b>School Age Children</b>	Text – Chapters 13,14 LING Sounds.pdf Erber.pdf Hierarchy.pdf Auditory Skills Hierarchy.pdf
<b>Week 13</b> 4/13 - 4/17	<b>4/14</b> <b>School Age Children</b>	<b>4/16</b> <b>Speech Language and Literacy</b>	Text - Chapter 14, 15 Describing the trajectory of language development in the presence of severe to profound hearing loss: A closer look at children with cochlear implants versus hearing aids.pdf
<b>Week 14</b> 4/20 – 4/24	<b>4/21</b> <b>Central Auditory Processing Introduction</b>	<b>4/23</b> <b><i>Sound and Fury</i></b>	
<b>Week 15</b> 4/27 – 5/1	<b>4/28</b> <b><i>Sound and Fury</i> Exam Review</b>	<b>4/30</b> <b>Exam 3</b>	
<b>Week 16</b> 5/4 - 5/8	<b>5/5</b> <b>Dead Week Review</b>	<b>5/7</b> <b>Dead Week Review</b>	<b>Dead Week</b>
<b>Week 17</b> 5/9 – 5/15	<b>Cumulative Final</b>	<b>Cumulative Final</b>	<b>Finals Week</b>

## 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, may 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 by the department's policy.

## 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](mailto:sswd@csus.edu).

## Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

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

## Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>



# Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

## CSAD 133 Aural Rehabilitation

### 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.