

AURAL REHABILITATION
COMD 5330
3 semester hours

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PREREQUISITES

COMD 3700 Basic Audiology

COURSE DESCRIPTION

Ramifications of hearing loss among children and adults and rehabilitative audiological techniques and programs.

COURSE OBJECTIVES/ASHA KNOWLEDGE AND SKILLS ACQUISITION (KASA)

Course Outcomes The student will:	Related Assessment	KASA Professional Standards (ASHA) (see KASA form for specific knowledge and skills competencies)
Learn treatment options for people with hearing loss to aid them in communication	Two exams, case studies, two interview assignments, final exam	II-B, I-C, II-D, X-D, XII-D, XIII-D, XVI-D, II-E, III-E, V-E,
Develop higher level thinking skills, involving the ability to analyze, synthesize, and evaluate information	Two exams, case studies, final exam,	Same
Learn the basic options in amplification devices available for persons with hearing loss and a general knowledge of their function	First exam, assignment one	X-D, II-E, X-E,
Learn intervention principles and practices in aural rehabilitation including auditory training, and speech reading	Second exam, two case study assignments, final exam	II-E, III-E, V-E, VI-E, X-E, XIII-E, IV-E, XV-E, XVI-E, XVII-E

Knowledge and Skills Assessment (KASA)

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated

in the syllabus (by examination, paper, presentation, project, etc.). ASHA has specified that in order to be competent, you must achieve a level of 80% or better on each KASA item. If the student does not attain this level in this course, he/she will be provided with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as defined by the department. For students failing to attain the set criteria on a required competency assessment, the department head is not able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA.

REQUIRED TEXTBOOK/READINGS

Schow, R. L. & Nerbonne, M. A. (2007). Introduction to Audiologic Rehabilitation (5th ed.). Allyn & Bacon, Boston, MA.

COURSE FEE

There is no fee associated with this course.

EVALUATION/GRADING/ASSIGNMENTS/REQUIREMENTS

1. Two case study projects worth 100 points each. You will have a choice between two case studies for each of the three units of this course. With the information about each case there will be a list of questions to answer. The answers to the questions will sometimes be easily determined from your reading and other answers will need more thought on your part. As you read the material contained in the text and my lecture notes, you will need to think about what you know about the person in the case that you have chosen and make decisions concerning how you would help this person. Some of the answers will require that you back up your decision with some sort of evidence or argument. A grading grid will be provided to demonstrate what kinds of evidence will result in what kind of grade. There will be a mix of expectations of evidence for each question based on if the question needs a higher level of evidence or if not so much evidence is needed. The answer you provide for the question is worth half the points for that question and the evidence you give to support your answer will constitute the other half of the points for the question. Point values for each question will be marked next to each question. You will receive additional feedback beyond the grade on some of the questions but not all. This activity will help you think about questions that are important to consider when trying to help someone with a hearing loss communicate better and also prepare you for the exams. At least half of the questions on the exams in this course will also come from case studies where you will answer similar questions to those posed in these case study assignments, only for a person with a different hearing loss and background. A third case study is provided for your learning but is not an assignment. There is also a case study that you will need to study to prepare for the final exam. This case is called "Final Case Study" and will be handed out in class before the final exam.
2. Reading and independent thought and study
3. Weekly quizzes on the reading. Each quiz is worth 10 points. The material to be covered in the quiz is given in the weekly schedule. Quizzes will be multiple choice and will be given online.
4. Two assignments worth a possible 40 points each.

Assignment #1 –

You will need to find 3 people who wear hearing aids and interview them concerning the use and their satisfaction concerning the hearing aids. Questions will be provided to guide your interview and you will be expected to write the responses of the three people and then write a paper reacting to the responses of the three people. Your reaction paper should summarize the main complaints of the people, your feeling as to what the root cause or causes of the complaints were, and three or four suggestions that might help solve the problem. Please be as specific with your descriptions of the complaints and your proposed solutions.

Assignment #2 –

You will need to find someone in your community who works with children who have hearing loss and who knows about the consequences of hearing loss on the speech, language, or academic performance of these children and interview this person with the questions provided. You will need to write the responses of the person you interview to the questions and then write your own paper to address the two most important issues you feel are the most challenging for children with hearing loss in overcoming the effects of a hearing loss on their speech, language, or academic performance.

5. Exams - Exams will consist of both multiple choice questions and short answer questions. At least half of the points for each exam will come from questions related to a case study or two that will be on the exam. Each of the exams is worth 100 points. There are two exams during the semester and the third exam will constitute the final. The third exam will only cover unit 3 and so will not be comprehensive.

Grading: The following university approved grading scale will be used:

93-100 = A
 90-92 = A-
 87-89 = B+
 83-86 = B
 80-82 = B-
 77-79 = C+
 73-76 = C
 70-72 = C-
 60-69 = D
 < 60 = F

TENTATIVE COURSE SCHEDULE/READING ASSIGNMENTS

Reading Assignments

What the quiz will cover

UNIT 1 - AMPLIFICATION

Week 1 - Chapters 1 (all) & Chapter 2 pages 31-63

Week 2 - Chapter 2 pages 63-76 and Chapter 10 pages 383-417

Week 3 - Chapter 3 pages 77 - 93

Week 4 - Chapter 3 pages 93 - 107

Quiz #1 - (chapter 2)

Quiz #2 - (chapter 10)

Quiz #3 - (chapter 3)

Quiz #4 - (case study

#2 in chapter 11

and case study #4

in chapter 12)

Week 5 - **EXAM #1**

UNIT 2 – AURAL REHABILITATION TRAINING

Week 6 - Chapter 4

Quiz #5 - (chapter 4 – pages 113 -126)

Week 7 - Chapter 4

Quiz #6 -(chapter 4 – pages 127-end)

Week 8 - Chapter 5

Quiz #7 - (chapter 5)

Week 9 - Chapter online called

“Communication Strategies Training”

Quiz #8 - (assigned reading)

Week 10 - **EXAM #2**

UNIT 3 – UNDERSTANDING AND HELPING CHILDREIN WITH HEARING LOSS

Week 11 - Chapters 1 and 7

Quiz #9 (chapter 7)

Week 12 - Chapter 6

Quiz #10 (chapter 6)

Week 13 - Chapter 9

Quiz #11 (chapter 9)

Week 14 - Chapter 8

Quiz #12 (chapter 8)

Week 15 - **EXAM #3 – FINAL EXAM**

COURSE POLICIES (taken directly from <http://www1.usu.edu/aia/academic/syllabusres.cfm>)

Academic Integrity - "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course.

Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.