**Aural Rehabilitation Fall 2018**

**CSD 796 1 credit**

**Professor**: Julia King, Ph.D., Julia.King@uwsp.edu

**Office**: 037 CPS

**Office Hours**: Feel free to make an appointment with me anytime during the semester by signing up for an available time on my office door calendar.

**Course Description:**

In this course, you will gain an understanding of therapeutic intervention options available for children and adults with auditory disorders. Course content will overview assessment methods and intervention strategies, communication strategies and styles (including the effects of hearing impairment). You will also become familiar with the listening technologies available, including hearing aids, FM systems, and ALDs, as well as the type of setting in which each are appropriate.

**Course Outcomes**

Upon successful completion of this course, as determined by course participation and course requirements, you should meet the following ASHA standards.

**ASHA standards**

ASHA standards must be met to apply for certification. Successful completion of course requirements, that is a grade of B or better, will result in the meeting of the following standards:

Standard IV-C.

The student will demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the area of hearing, including the impact on speech and language.

The student must demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders.

Standard IV-F

The student must demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based practice.

Standard V-A

The student must demonstrate skills in oral and written language or other forms of communication sufficient for entry into professional practice.

**Required Textbook**:

Tye-Murray, N. (2015). *Foundations of aural rehabilitation: Children, adults, and their family members (4th ed.)*. Stamford, CT: Cengage Learning.

Course requirements\*\*

1. **Three open book quizzes**. Each will count for 25% of the final grade.
2. **Two Annotated Bibliographies**. Each will count for 12.5% of the final grade.Requirements and due dates can be found at the end of this syllabus.
3. **Course competences**. You must meet all course competences to receive a final grade in this course. If you do not, you will receive an incomplete.

\*\*I grade all course requirements for both content and writing style (e.g. grammar, spelling, punctuation, topic sentence, supporting sentences). Use APA style in your paper when referencing information. I do not expect title pages or abstracts with class projects. APA format is VERY important. Correct use of APA style sends a message to the reader beyond the content.

**Student Concerns**

If a student has a concern about a course or instructor, the first step is to talk to the instructor. If the situation remains unresolved, the student should talk to the Department Chair/Associate Dean of the department in which the course is taught. Because I am the current Associate Dean/Chair in the School of Communication Sciences and Disorders, students with any concerns about me as the instructor of this course should contact the Dean of the College of Professional Studies in CPS 110. Students can also contact the Dean of Students in 212 Old Main.

**Course Expectations**

1. I intend to present information and conduct class without bias (i.e., racism, ableism, homophobia, transphobia, sexism, or general hatefulness). I want to make every student feel safe, valued, and included in every class. I expect this conduct from you.
2. I expect you will attend all scheduled (if any) classes for this course. Please contact me if you will miss. Each student is responsible for all material presented in class.
3. I expect you to be present for all scheduled exams. A doctor’s excuse is required to reschedule an exam. In addition, you must contact me before missing the exam to schedule another meeting or you will receive a failing grade on that exam.
4. I expect ethical and professional behavior in my classes from everyone. Professional behavior includes the following:
   1. Taking advantage of your resources
   2. Asking for help and clarification when needed
   3. Adhering to the standards of academic honesty (engaging in plagiarism or other forms of academic dishonesty will result in consequences that may include a failing grade, and/or suspension or dismissal from UWSP). I do not tolerate any form of cheating. University consequences can be found on the Dean of Students’ website <http://www.uwsp.edu/dos/Pages/Academic-Concerns%20for%20Students.aspx>
   4. Making an appointment with me to talk about any of your grades or concerns in this class as soon as possible
   5. Use of professional titles, formal fonts, professional wording, correct punctuation, and appropriate tone in any interaction or correspondence related to your participation in this course (i.e., email, voicemail, face-to-face interactions). For example, calling or referring to a professor or an instructor by his or her last name is unprofessional.
5. I expect all phones and electronic equipment to be turned off and put away during class. I expect that any form of technology will be stored in a pocket or bag during class. If you have an emergency and need to be reached during class time, please let me know before the start of class. In all other situations, receiving and making phone calls during class is not professional. Texting during class or checking a phone for messages/postings is also unprofessional and should not occur. IF you choose to use a tablet or laptop computer to take notes in class, do not have social media programs open. Social media is not relevant to the course content and could distract other students as well as your attention from course content I do not recommend multitasking during class. Students learn best from hand-writing lecture notes because the right hemisphere of the brain is activated, and content is summarized rather than transcribed.
6. I expect students to meet these expectations. If a student does not meet these expectations, I will not write a letter of recommendation for that person (e.g., scholarships, graduate school applications).
7. I expect students to inform me about any disability that may affect their performance in this class. I will make any necessary accommodations for each student according to his or her needs. Students with disabilities should contact the Office of Disability Services during the first 2 weeks of the semester to request accommodation in this class and bring me a letter indicating the need and type of accommodation.
8. I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first 2 weeks of the semester regarding specific dates that you will need to change course requirements.

**Grades**

I determine grades by converting accumulated points into percentage scores. I assign percentage scores to letter grades as follows. A grade of ‘B’ or higher is considered passing in this graduate school program.

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| --- | --- |
| A 95-100 | B- 80-82.99 |
| A- 90-94.99 | C- 77-79.99 |
| B+ 87-89.99 | C 73-76.99 |
| B 83-86.99 | C- 70-72.99 |

**Safety Information**

* *In the event of a medical emergency, call 911 or use red emergency phone located in the middle hallway in the department. Offer assistance if trained and willing to do so. Guide emergency responders to victim.*
* *In the event of a tornado warning, proceed to the lowest level interior room without window exposure which is the middle hallway in the department. See* [*www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans*](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans) *for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.*
* *In the event of a fire alarm, evacuate the building in a calm manner. Meet at the College of Professional Studies Sign on Fourth Avenue. Notify instructor or emergency command personnel of any missing individuals.*
* *Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.*
* *See UW-Stevens Point Emergency Management Plan at* [*www.uwsp.edu/rmgt*](http://www.uwsp.edu/rmgt) *for details on all emergency response at UW-Stevens Point.*

**Course Schedule, Content, and Readings**

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| **Date** | **Topic** | **Required Readings** |
| Week 1: 9/4-9/4 | Introduction | Chapter 1 |
| Week 2: 9/10-9/14 | Adults Who Have Hearing Loss | Chapter 2 |
| Week 3: 9/17-9/21 | Assessing Hearing Acuity and Speech Recognition  Listening Devices and Related Technology | Chapter 3-4 |
| Week 4: 9/24-9/28 | Auditory-Only Speech Perception and Auditory Training for Adults | Chapter 5  **Open Book Quiz** **1**: covers Chapters 1-5, 50 questions |
| Week 5: 10/1-10/5 | Audiovisual Speech Perception and Speechreading Training for Adults | Chapter 6 |
| Week 6: 10/8-10/12 | Communication Strategies and Conversational Styles | Chapter 7 |
| Week 7: 10/15-10/19 | Assessment of Conversational Fluency and Communication Difficulties | Chapter 8  **Annotated Bibliography** **1**: covers Chapters 1-8. Due October 19th |
| Week 8: 10/22-10/26 | Communication Strategies Training | Chapter 9 |
| Week 9: 10/29-11/2 | Aural Rehabilitation Plans for Adults | Chapter 11  **Open Book Quiz 2**: covers Chapters 6-9 & 11, 50 questions |
| Week 10: 11/5-11/9 | Aural Rehabilitation Plans for Older Adults | Chapter 12 |
| Week 11: 11/12-11/16 | Detection and Confirmation of Hearing Loss in Children | Chapter 13 |
| THANKSGIVING WEEK | Catch-Up |  |
| Week 13: 11/26-11/30 | Infants and Toddlers | Chapter 14 |
| Week 14: 12/3-12/7 | School-Age Children | Chapter 15 |
| Week 15: 12/10-12/15 | Auditory and Speechreading Training for Children | Chapter 16  **Open Book Quiz 3**: covers Chapters 12-16, 50 questions |
| FINALS WEEK: 12/17-12/21 |  | **Annotated Bibliography 2**: covers Chapters 9, 11-16. Due December 20th by noon |

**Open Book Quizzes**

There will be 3 quizzes total, each of which accounts for 25% of your final grade (75% total). Quizzes will follow a multiple-choice format, and you may bring your textbook/notes. These will be conducted in-person, on paper.

**Annotated Bibliographies**

There will be 2 annotated bibliographies total, each of which will account for 12.5% of your final grade (25% total):

* Annotated Bibliography 1: Adults, due October 19th
* Annotated Bibliography 2: Pediatrics, due December 20th

You will find 2-3 articles discussing topics (e.g., assessment, intervention, communication strategies/styles, listening technologies, etc.) pertaining to either adults for the first assignment and children for the second assignment. The UWSP library database, ASHA, and/or your textbook are all good resources. Ensure that each of your chosen articles is peer-reviewed and published in 2012 or later. The idea is to find research that might be helpful to you as a practicing clinician and/or to research topics that interest you.

Begin each bibliography with the article citation using APA formatting. In a paragraph or two below the citation, briefly describe the study and its results, any limitations, and the clinical implications of their findings. Conclude each bibliography with a paragraph describing something you found interesting and/or how the information may be useful to you in the future. Please ask if you have any questions about this assignment.