

Course Syllabus: CD 836. Pediatric Auditory Rehabilitation

University of Wisconsin AuD Program

Spring 2017

Wednesdays, 5:00-7:30 p.m.

Professor: Patricia Utech Smith, AuD, CCC-A

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Office hours: Wednesdays before or after class by appointment. Please email to set up time. An electronic meeting on Skype, Google Hangout, etc. can also be arranged.

Course Description Per UWSP catalogue:

ComD 836 : Principles and techniques of intervention with hearing impaired children. Select and fit amplification. Effect of hearing impairment on speech perception, production, and language. Communication and educational options.

Re/habilitation of communication skills.

Prerequisites: ComD: 850, 851, 852, 856, 832, 863.

Required textbook: Fitzpatrick, EM. & Doucet, SP (2013). Pediatric Audiologic Rehabilitation. Thieme: New York.

Required Additional Readings: Textbook chapters and weekly readings from other sources will be posted to D2L. Please check D2L weekly for updates/changes/additional readings.

Course Objectives

(ASHA 2012 Knowledge and Skills Outcomes Standards for course objectives are in parentheses):

1. Students will transform electrophysiological and behavioral thresholds into ear canal SPL. Students will also explain the effects of infants and young children's ear canal acoustics on measured thresholds. (A3, C5, D2)
2. Students will use hearing aid prescriptive procedures and complete the steps of electro-acoustic verification/RECD for fitting infants and young children with hearing aids and FM systems. (A24, D1, D2)
3. In a case-based format, students will describe and explain rationale for appropriate features (technology and practical) to include in hearing aids and other amplification systems for children (A9, A15, A23, C11, D1, D2, D5, D6, F2, F3)
4. Students will describe the information to include when counseling parents on children's HA use. (A16, A26, D1, D2)
5. Students will describe a battery of tests/measures that would appropriately measure HA outcomes (i.e., validation of HAs) for children of a specific age. (A9, A16, C9, D1, D2, D5, D7, F1)
6. Students will demonstrate knowledge of speech perception theories supporting auditory rehabilitation methods. (A4, A5, A6, A7)
7. Students will demonstrate understanding of how to apply theory in the design of auditory re/habilitation programs for listeners with hearing loss and for listeners who use different communication strategies. (A9, A16, A26, A27, F2, F3)
8. Students will demonstrate knowledge of communication strategies, educational options, communication skills, and the effect of hearing impairment on speech perception, production, and language. (A3, A4, A5, A6, A7, A16, A26, A27, C10, D1, D2, D5, E1, E2, F2, F3)

Class meetings:

Students will meet Wednesdays from 5:00-7:30 p.m. Classes may consist of lectures presented by the instructor or guest lecturer, student presentations, discussions, in-class assessments, or other activities. Students are expected to attend class prepared, complete assigned readings and/or recorded lectures before the class period, and to actively participate in discussion during class time and on discussion board. Students who miss class are responsible for content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc., and for providing an alternative source of class participation. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over missed material with students who have missed class.

Expectations:

❖ **Regarding the use of computers and other electronics during class time:**

- All cell phones MUST be turned off/silenced during class time. No exceptions.
- Computers and tablets may be used only as note-taking devices. If you choose to use a tablet or laptop to take notes in class, you may 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 multi-tasking during class.
- If this privilege is abused during class time for non-class activities such as for IM, texting, corresponding using social media, or listening to music, etc., or if the devices become a distraction to classmates or the instructor, this privilege may be revoked at any time at the instructor's discretion.

❖ **Professionalism:**

- This class is part of your training for your professional career. Professional behavior, attitudes, and work ethic are expected. Tolerance of others and acting responsibly and respectfully is mandatory. Students are expected to maintain integrity and honesty in their work and their interactions with other students and professionals. Racist, sexist, or any type of discriminatory remarks will not be tolerated.
- Part of being professional is being prepared for class and arriving on time. I expect you to attend all scheduled classes for this course. Please contact me ahead of time if you will miss class. Each student is responsible for all material presented in class.

❖ **Absences:**

- **I expect you to be present for ALL scheduled exams and In-class Presentations. A doctor's excuse is required to reschedule an exam. You must contact me BEFORE missing the exam to schedule another exam time or you will receive a failing grade on that exam.**
- **Please note: Quizzes, Exams, In-Class presentations and in-class assignments may NOT be made up unless a Physician's note is provided for an illness or medical reason. No make-up/alternative dates for exams or in-class presentations will be provided for student-scheduled vacation days if they occur on scheduled class day/time. Please note: Unless for a medical reason that is verified by a physician, missing an in-class presentation will result in an automatic grade of ZERO for that presentation.**

❖ **Due Dates/deadlines:** Adhering to timelines for assignments and presentations makes deadlines fair to all students and shows respect for the time and efforts of your colleagues and instructor.

❖ **Group work:** Be respectful of your fellow students' time and efforts during group work by being punctual, participating equally in the workload, and keeping to deadlines established by the group. If conflicts occur when working on group or partner projects, an attempt to first work out differences among the involved parties should be made before contacting the instructor.

❖ **E-mail Communication**

- Because this class meets only weekly and is taught via distance education, the ability to communicate reliably via e-mail is extremely important.
- You are responsible for checking your school e-mail account at least once per weekday.
- You are also responsible for managing technical difficulties that are under your control, such as deleting e-mails in order to stay below your maximum allocated storage space. If you have ongoing technical difficulties with e-mail that are beyond your control, please contact me (preferably via telephone) so we can arrange an alternate form of communication.

- I typically respond to e-mails within 1-2 working days, and often much sooner. If you send me an e-mail that requires a response from me, but you do not receive a response from me within 2 working days, it is your responsibility to re-send the e-mail and/or call me to make sure that I received it. If you re-send an e-mail and I still don't respond within one working day, you are responsible for contacting me via telephone.

Course Structure and Requirements

Grading /Weighting

Please see the assignment descriptions posted on D2L for more specific information, as well as the grading information on the following pages. Your percentage grades for each item will be weighted as follows:

- **Class contributions:** 5%
- **5 Assignments 35% and 2 presentations:** 20%
- **Midterm:** 20%
- **Final:** 20%

PLEASE NOTE: Written assignments must be turned in to the **D2L Dropbox** and not e-mailed to me. If you e-mail me an assignment instead of uploading it to the D2L Dropbox, and the e-mail is somehow "lost" without me receiving it, you may not be able to document that you turned it in on time, and the late penalties will apply. If you are having legitimate technical difficulties uploading an assignment to D2L, please contact me ASAP.

Weighting for Assignments/Presentations/Exams/participation:

There will be 5 written assignments in this course and 2 presentations (one partner presentation and one individual presentation) in addition to a mid-term and final examination and class contribution requirements.

The timeline of dates for these requirements are below. **Please make note of the dates.**

Any changes to this preliminary schedule will be both discussed in class and posted to the D2L website.

Detailed descriptions of each assignment, presentation, and classroom requirements will be posted to the D2L website.

Grading rubrics for assignments, presentations, and participation will be posted to D2L.

Class participation (Weekly in-class and Discussion Board on D2L website): 5%

Assignment 1: Pediatric calculations. **Due: 1-27-17**, 5%

Assignment 2: Lab Assignment – verification. **Due: 2-10-17**, 5%

Presentation 1: Partner presentations of one case. **Date of presentation: 2-15-17** 10%

Assignment 3: Cases written assignment. **Due: 2-24-17**, 5%

Midterm date: 3-1-17, 20%

Assignment 4: AR White Paper **Due: 4-7-17**, 5%

Presentation 2: Individual presentation of Final Case Project from Assignment 5.

Date of presentation: 4-26-17, 10%

Assignment 5: Putting it all together: Final Case Project, written document **Due: 4-28-17**, 15%

Final examination date: **Wednesday, 5-10-17, 5:00-7:30**, 20%

Grading Policy for Late Written Assignments

Unexcused late written assignments turned in up to 30 minutes late will receive no penalty; a penalty of minus one percentage point will apply to assignments received 31-60 minutes late; a penalty of minus two percentage points will apply to assignments received 61 minutes late through 11:59 pm on the due date. Unexcused late assignments turned in after the day they are due will be penalized by subtracting 5 percentage points for each day they are late. Days are calculated as the 24 hour period following the time when the assignment was due.

Excused late assignments will be allowed (without penalty) for illness, emergency, etc. In order for a late assignment to be excused, you must discuss this with me BEFORE it is due, unless there is truly an unexpected last-minute emergency.

Revising Assignments or the Exam

If you earn a grade below the “B” range (lowest B is 82%) on any assignment or on the exam, you may be required to revise the assignment/exam or to complete an alternate assignment in order to demonstrate competency. Once the revision or alternate assignment is completed satisfactorily, your grade may be **revised to a maximum of 85%** (i.e., 85% is the maximum possible grade, but that grade is not guaranteed). Failure to satisfactorily complete a revised or alternate assignment may result in not passing the class. Please note: Missing an exam without a doctor’s excuse will result in an automatic grade of zero with no offer to revise for additional points.

Academic Misconduct and Plagiarism:

Submission of work taken directly from another source without appropriate credit/citation being given including video or photo images (e.g. paraphrase or quotation of words/ideas of an author or another student, lesson plan copied from a book, image or text the internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment.

Students are encouraged, however, to use a variety of resources in obtaining ideas and illustrations that will help them complete assignments independently. See the APA Guide for the correct method to cite other authors' work. **Please note: D2L for this course is linked to turnitin.com for plagiarism detection.**

Information on the policies that apply to all UW System students and faculty regarding academic misconduct can be found at this UW-Madison website:

<https://students.wisc.edu/doso/docs/UWS14.pdf>

Recall that you are expected to understand the plagiarism information, especially the successful vs. unsuccessful paraphrases, provided on all 6 pages that can be accessed from this link: HYPERLINK

http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html

If you have any questions, please feel free to ask me.

Students with Disabilities:

I would like to hear from anyone who has a disability and may require accommodations. Please contact me as soon as possible at the beginning of the semester to arrange any needed accommodations.

Religious Observances:

I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first 3 weeks of the semester regarding specific dates that you will need to change course requirements.

GENERAL GRADING INFORMATION

- **A:** Excellent work that demonstrates mastery of concepts and exceeds the minimum expectations for an AuD student. “A” work is precise, accurate, and incorporates all relevant details.
- **AB or A-/B+:** Strong work that demonstrates a solid understanding of essential concepts and meets the expectations for an AuD student. There may be some inaccuracies or omissions of details or a bit less clarity than “A” work.
- **B:** Demonstrates understanding of the essential core/critical concepts, although there may be some inaccuracies or misunderstandings of some information. “B” work meets the minimum expectations for an AuD student, but the student is encouraged to improve his/her performance in order to develop a stronger foundation for future classes and clinical experiences.
- **BC or B- and below:** The work does not meet the minimum expectations for an AuD student. There are inaccuracies or conceptual misunderstandings that the student must overcome in order to be competent in the fundamentals of the audiology profession.

Percentage/Grading Scales

UW – SP Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentage	100-92	91.9-90	89.9-88	87.9-82	81.9-80	79.9-78	77.9-72	71.9-70	69.9-68	67.9-60	<60
UW – Madison Letter Grade	A	A-B		B	B-C		C	C-D		D	F

Class Schedule/ Topics for each week of the course:

The following is a tentative schedule that is subject to change.

Required and optional readings for all topics will be posted to D2L.

Please refer to weekly topic heading in D2L for required readings and recommended resources to review for each week.

Note that additions/deletions to the reading list may be made by the instructor at her discretion.

It is the student's responsibility to check the weekly reading list regularly for updates/changes/additions/deletions.

Topics, Assignments and Readings

Week of:	Topic	Reading assignment (due before class)
1-18-17 Week 1	Hearing Assessment for fitting hearing aids on infants and very young children	Fitzpatrick text Chapter 3 <u>Readings posted to D2L:</u> Bagatto (2008) Bagatto (2005) Dillon chapter 16 (p 475-479) Palmer (2005) Beck et al (2009)
1-25-17 Week 2	Prescriptive Procedures, RECD, and Verification. Split up and Assign cases for Presentation 1 (Case presentations) on Week 6 Assignment 1: Pediatric calculations. Due by 11:55 p.m., Friday, January 27	<u>Readings posted to D2L:</u> Bagatto et al (2006) Bingham et al (2009) Dillon Chapter 10 pgs 311-314, 350-353, Dillon Chapter 16 481-493. Glista & Scollie (2009) Gustafson (2013) Killion & Mueller (2010) McCreery (2010) McCreery et al (2013) Munro & Howlin (2010) Scollie et al (2005) Scollie et al (2013) Seewald (2005) Seewald (2008)
2-1-17 Week 3	Candidacy and choosing technology, Remote microphone systems/HAT	Fitzpatrick text Chapter 8 <u>Readings posted to D2L:</u>

		<p>AAA 2013 pediatric fitting protocol</p> <p>AAA 2008 HAT guidelines</p> <p>Anderson et al (2005)</p> <p>Crandall & Smaldino (2000)</p> <p>McKay et al (2008)</p> <p>Ching (2009)</p> <p>Sound Foundations Chapt 18</p> <p>Glista et al (2009)</p>
<p>2-8-17</p> <p>Week 4</p>	<p>Counseling parents on hearing and HA use. Measuring hearing aid outcomes with children.</p> <p>Assignment 2: Lab verification. Due by 11:55 p.m., Friday, February 10</p>	<p>Fitzpatrick text, Chapter 5: pg 68-75</p> <p><u>Readings posted to D2L:</u></p> <p>UWO Ped Amp (2011)</p> <p>AAA 2013 pediatric fitting protocol</p> <p>AAA HAT guidelines</p> <p>McCreery (2013)</p> <p>English (2012)</p> <p>Gilliver et al (2013)</p> <p>Luterman (2004)</p> <p>Munoz et al (2015)</p> <p>Sjobald et al (2008)</p> <p>Bagatto et al (2011)</p> <p>Fitzpatrick et al (2008)</p>
<p>2-15-17</p> <p>Week 5</p>	<p>Presentation 1: Partner/small group Case presentations (10 minute limit per case)</p>	
<p>2-22-17</p> <p>Week 6</p>	<p>Topic: Practical advice. Choosing technology, programs, and making earmolds for pediatrics. Fitting based on limited hearing information, practical tips for getting RECD in pediatric patients, hearing testing schedules, HA wearing schedules.</p> <p><u>Guest Lecturer:</u> Dr. Lori Wiorek, Audiologist, CHW.</p> <p>Assignment 3: Cases paper/write-up due by 11:55 p.m., Friday, February 24</p>	<p><u>Readings posted to D2L:</u></p> <p>Abbot Gabbard (2008)</p> <p>Wolfe & Scolle (2009)</p> <p>Madell (2008)</p> <p>Cunningham (2008)</p> <p>Harlor, Bowler, et al (2009)</p> <p>Luterman (2004)</p>
<p>3-1-17</p> <p>Week 7</p>	<p>Mid-term Exam</p>	
<p>3-8-17</p> <p>Week 8</p>	<p>Topic: Auditory skill development, Speech Acoustics, Speech Perception Theory.</p>	<p>Fitzpatrick text Chapter 1, 2, 10</p> <p><u>Readings posted to D2L:</u></p> <p>Easterbrooks & Alvarez (2012)</p> <p>Mellon (chapter 18)</p> <p>Schopmeyer (chapter 19)</p> <p>ASA</p> <p>NAM</p> <p>Houston (2011)</p>
<p>3-15-17</p> <p>Week 9</p>	<p>Topic: Speech, Language and Auditory Development, literacy development in children with hearing impairment/deafness. AR Resources and evaluation tools.</p>	<p><u>Readings posted to D2L:</u></p> <p>Andrew et al (2014)</p> <p>Gallaudet (2012)</p> <p>Goberis (2012)</p> <p>Luckner Cooke (2010)</p>

		Ross (chapter 20)
3-22-17 Week 10	Spring Break UW-Madison and UW Stevens Point	
3-29-17 Week 11	Topic: Early AR therapy and Childhood AR therapy	Fitzpatrick text Chapter 5 (p 75-94), Chapters 6, 9 Fitzpatrick text <u>Readings posted to D2L:</u> Thomas-Stonell et al (2010) Smith & Wolfe (2015)
4-5-17 Week 12	Topic: Auditory training/AR for children with cochlear implants; working with parents to increase Listening and Spoken Language Development Assignment 4: White paper. due by 11:55 p.m., Friday, 4/7/17	<u>Readings posted to D2L:</u> McConkley Robbins (chapter 21) Neuman et al (2016) Nittrouer (2015) Vaskil Dilaj (2015) Geers & Hayes (2011) Ganek & McConkley Robbins (2012)
4-12-17 Week 13	Topic: School age issues, Adolescence, Self-advocacy training, Transition skills for D/HH children. Guest Lecturers: Ms. Leann Lohman, Teacher of D/HH and Dr. Joanne Columbo, Audiologist.	Fitzpatrick text Chapters 9, 11 <u>Readings posted to D2L:</u> Test et al (2005) Luckner et al (2013) Anderson checklists English Self Advocacy workbook Minnesota Compensatory Skills Checklist Minnesota Social Skills checklist
4-19-17 Week 14	Topic: AR therapy for children with CAPD, AR therapy with Multiply-involved, multi-sensory impaired children	Fitzpatrick text Chapter 7 <u>Readings posted to D2L:</u> Bellis (2002) Chapters 6 & 7 Loo et al (2016) Bellis (2002) Seminars in Hearing AAA 2010 Task Force CAPD Guidelines Weiling et al, (2015) Bunta & Douglas (2013) Cupples et al (2013) DeRamus (2015) Edwards (2007) Hang et al (2012) Zaidman Sait (2015) Chen (2004) Rhoades et al (2004) O'Connell and Casale (2004)
4-26-17 Week 15	Presentation 2: Individual presentations of Case Project (10 minute limit) Assignment 5: Final Case Project due by 11:55 p.m. Friday, 4/28	
5-3-17	AR with non-Aural approach, AR perspectives. The Communication Mode Great Debate.	Fitzpatrick text Chapter 12 <u>Readings posted to D2L:</u>

Week 16	Final Exam review	ASHA Leader (2016) Humphries (2012) Kushalnagar et al (2010) Lille Martin chapter Mellon et al (2015) Smith & Wolfe (2016) Berke (2013) Lang et al 2013) Mitchiner (2015) Lee et al (2013) Peterson (2009) Wiley et al (2014)
5-10-16	FINAL EXAM: Wednesday, May 10, 5:00-7:30	