**SYLLABUS**

 **CSD 836 Pediatric Auditory Habilitation/Rehabilitation**

# University of Wisconsin AuD Consortium Program

**Spring 2019 (1/23-3/6)**

 **Wednesdays, 2:00-4:30 p.m.**

**Professor:** Rachel Craig, AuD, CCC-A

**Office:** 046B, CPS

**Phone:** 715-346-4018 (office); 715-803-5281 (cell) Texting is allowed.

**E-mail:** rcraig@uwsp.edu

**Office Hours:** By appointment.

**E-mail:** I will typically reply within 1 day, but it may be slightly longer if your email does not require an urgent reply. I cannot guarantee that I will check or respond to email during evenings and weekends (I may be out of town or busy with family responsibilities). If you believe that you are delayed on an urgent matter, then you are responsible for contacting me in person or over the phone.

**Prerequisites and Co-requisites:** CSD: 850, 851, 852, 856, 832, 863.

**Course Description Per UWSP Catalogue:**

CSD 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.

**Required Textbook:**

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

**Additional required readings will be available on the course D2L site or online. Please check D2L often for updates and changes, as well as additional readings.**

**Course Objectives:**

* 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)
* 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)
* 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)
* Students will describe the information to include when counseling parents on children’s HA use. (A16, A26, D1, D2)
* 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)

**Course Requirements:**

Exams: There will be one mid-term exam.

Presentation: In the 1st portion of the class, you will be required to give a case presentation in a small group. More details and requirements about this will be posted to D2L.

Assignments: There will be two assignments in the 1st portion of the class. Details will be posted in D2L, and the due dates for are on the class schedule. **The due dates of the assignments are tentative, and dependent on the progress of class lecture.**

**Electronic Devices:**

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.

Grading:

Your final grade is determined by averaging your *percent correct* (*not* total number of points) on the following components. The percentages listed below are for the 1st portion of the class. I’ll calculate your final grade for the 1st half of the class using the following weighting scale:

* 2 assignments: 20% each (40% total)
* Group presentation: 20%
* Midterm Exam: 40%

**Grading Scale:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **UW – SP** Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
| **Percentage** | 100-92.00 | 91.99-90.00 | 89.99-88.00 | 87.99-82.00 | 81.99-80.00 | 79.99-78.00 | 77.99-72.00 | 71.99-70.00 | 69.99-68.00 | 67.99-60.00 | <60 |
| **UW – Madison** Letter Grade | A | A-B | B | B-C | C | C-D | D | F |

Grading and Making Up Exams:

Any missed assessments/exams (e.g., due to illness, family emergency on day of exam), may or may not be made up, at the discretion of the instructor. Advance notification, if possible, should be given. While it is understood that “life happens,” due date policies are instituted to foster equal opportunity for each student in the class. Out of respect to your fellow classmates, please act and plan responsibly to meet the same time requirements as the rest of the class. Discuss any concerns with the instructor as soon as possible.

Academic Conduct:

You are responsible for keeping track of points earned on assessments in case there is a discrepancy between your records and the instructor’s records. All discrepancies must be brought to the attention of the instructor by the time of the final examination.

Please refer to UWSP Academic Affairs for other information pertaining to academic conduct:

<http://www.uwsp.edu/acadaff/Pages/handbook.aspx>

<http://www.uwsp.edu/AcadAff/Handbook/CH5-6%2011-12.pdf>

<http://www.uwsp.edu/dos/Pages/Information%20for%20Students.aspx>

Academic Misconduct:

Academic misconduct will not be tolerated, and the UWSP Student Misconduct procedures will be followed for any instances of academic misconduct.

D2L for this course is linked to turnitin.com for plagiarism detection.

Definition of Academic Misconduct:

From the UWSP Handbook, Chapter UWSP 14, pages 10 - 20

<http://www.uwsp.edu/AcadAff/Handbook/CH5-6%2011-12.pdf>

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

(a) Seeks to claim credit for the work or efforts of another without authorization or citation;

(b) Uses unauthorized materials or fabricated data in any academic exercise;

(c) Forges or falsifies academic documents or records;

(d) Intentionally impedes or damages the academic work of others;

(e) Engages in conduct aimed at making false representation of a student's academic performance; or

(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Accommodation for Religious Beliefs:

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 with which you have conflicts.

Accommodation for disability or special learning needs:

If any student has a documented disability and requires accommodations in meeting these requirements, please see me as early as possible in the semester to discuss accommodations. Please note that I cannot apply accommodations retroactively to a class requirement that you’ve already completed. Thus, if you are unsure whether or not you need an accommodation, it is best to discuss the possibility with me beforehand, and we can then decide the best way to proceed.

Regarding the Use of On-Line/Electronic Means to Hand in Assignments:

This course will utilize D2L. Any known problems with the D2L system (e.g., if the system is down) will be acknowledged and addressed if/as these problems arise. However, problems with D2L or other computer problems will not be recognized as a valid reason for not turning in other assignments by the assigned date/time. For example, a computer crash is not an acceptable reason for not turning in your assignment. If computer problems persist, you may turn in a paper copy to the instructor, or to the instructor’s mailbox in CPS, or email. Plan ahead and be organized to minimize computer difficulties. Save your work early & often, and back it up.

UWSP Information Technology has a help desk that can be reached by phone at 715-346-4357.

Professionalism:

This class is part of your training for your professional career. Professional behavior and attitude are expected. This includes, but is not limited to, respect and tolerance of others, and acting responsibly and with integrity.

For examples of Codes of Ethics for Speech and Hearing Professionals, see:

American Academy of Audiology Code of Ethics <http://www.audiology.org/resources/documentlibrary/Pages/codeofethics.aspx>

Or

American Speech-Language Hearing Association Code of Ethics

<http://www.asha.org/policy/ET2010-00309/>

Please communicate any other concerns or accommodation requests to the instructor.

**Course Schedule:**

The course schedule is tentative and subject to change; however, the schedule for exams will not change.

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| **Date** | **Topic:** | **Required Readings** |
| 1/23  | Intro/Hearing Assessment for fitting hearing aids on infants and very young children | Chapter 3 (required text) Dillon chapter 16 (p 475-479) Bagatto (2008) Bagatto (2005) Beck et al (2009) Palmer (2005) |
| 1/28, 1/30 | Prescriptive Procedures, RECD, and Verification. **Assignment 1: Pediatric calculations. Due by 2pm on 2/7** | Bagatto et al (2006) Bingham et al (2009) Dillon Chapter 10 pgs 311-313, Dillon Chapter 16 350-352. 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) |
| 2/4, 2/6 | Candidacy and choosing technology, FM systems and classroom audio distribution systems. | Chapter 8 (required text) AAA 2013 pediatric fitting protocol AAA 2008 HAT guidelines Anderson et al (2005) Crandall & Smaldino (2000) McKay et al (2008) Ching (2009) Sound Foundations Chapt 18 Glista et al (2009) |
| 2/11, 2/13 | Counseling parents on hearing and HA use. Measuring hearing aid outcomes with children. **Assignment 2: Lab verification. Due by 2pm on 2/21**  | Chapter 5 (required text): pg 68-75 UWO Ped Amp (2011) AAA 2013 pediatric fitting protocol AAA HAT guidelines McCreery (2013) English (2012)Gilliver et al (2013) Luterman (2004) Munoz et al (2015) Sjobald et al (2008) Bagatto et al (2011) Fitzpatrick et al (2008) |
| 2/182/20 | Catch-up/Review**Presentation: Partner/small group** |  |
| 2/25 | **Presentation: Partner/small group** |  |
| 2/27 | **Mid-term Exam** |  |
| 3/4, 3/6 | **\*\*Watch Recorded Lecture\*\*** 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.  | Abbot Gabbard (2008) Wolfe & Scolle (2009) Madell (2008) Cunningham (2008) Harlor, Bowler, et al (2009)Luterman (2004) |