**SYLLABUS**

**CSD 836 Pediatric Auditory Habilitation/Rehabilitation**

# University of Wisconsin AuD Consortium Program

**Spring 2019 (March 11-May 8)**

**MW 2:00-3:15**

**Professor:** Rebecca Henning, Ph.D., CCC-A

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**Office Hours:** Monday 3:45-4:45, Tuesday & Thursday 2-3, Friday 10:30-11:30, & by appointment

**E-mail communication:**You are expected to check your school e-mail account at least once per weekday for any important class announcements. I typically reply to emails within two business days or sooner. I cannot guarantee that I will check email on evenings and weekends, so please plan ahead to avoid last-minute weekend or late-night “emergencies”.

**You are not permitted to turn in an assignment late because you are waiting for a reply from me.** If you’ve emailed me with reasonable advance notice (see later in this paragraph), but I haven’t replied within the timeframe given above, there is a chance I did not receive your message. Please check your sent-mail to see if it was actually sent, and try re-sending it or calling me. If you are emailing a question within 1-2 days or less of the deadline, I may not have time to reply/answer before the deadline. If I do not reply before the deadline, then you should submit your assignment by the deadline, using your best judgment to answer your question.

**Prerequisites and Co-requisites:**

Hearing Science

Hearing Assessment

Pediatric Audiology

Amplification I and II

Implantable Devices

**Required Readings:**

* Fitzpatrick, EM. & Doucet, SP (2013). Pediatric Audiologic Rehabilitation. Thieme: New York.
* Additional required and supplemental readings to be provided on the course D2L website.

**Course Description:**

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.

**Credit Hour Policy Standard:**

This 3-credit class meets for two, 75-minute class periods each week, and carries the expectation that students will work on course learning activities (reading, studying, preparing for in-class activities, preparing for the final case write-up, etc.) for about 6 hours outside of the classroom per week. The information about class meeting times and expectations for student work are included in this syllabus, in the assignment descriptions, and will also be discussed in class.

Student Requirements:

Personal situations and/or difficulty meeting course requirements:

If you are concerned that a family or personal situation is possibly affecting your ability to meet these requirements, please discuss this with me (or with the graduate advisor or another faculty member on your home campus with whom you feel comfortable) so that we can be aware of the situation and figure out alternative arrangements if needed. It is far better to be pro-active about discussing possible difficulties than to wait until your performance in the class has already suffered. I will not probe you for in-depth personal information that you are not comfortable sharing; however, you will likely need to provide some type of documentation to at least one faculty member (either myself or the graduate advisor on your home campus) if alternative arrangements, such as extended deadlines or different exam dates, are needed.

**You must complete all of the following in order to pass this course:**

Class Preparation and Weekly Assignments:

I expect that you will come to class prepared and ready to contribute to the day’s activities. There will be assignments to complete in class and outside of class during most or all weeks, and these will require some out-of-class reading and preparation time before the class session. See the separate assignment description for more information.

Classroom Etiquette, Professionalism, & Attendance

As doctoral students, I expect you to be prepared for class, and to regularly attend class with an attitude of respect, engagement, enjoyment, and professionalism. **I expect you to behave respectfully toward everyone in the class and myself.** **Please be aware that distracting behaviors (chatting, texting, surfing the internet, sharing notes, leaving the room, etc.) are noticed by everyone and disrupt the class.**

If you must miss a class, I will ask you to provide me with documentation of the excused reason for your absence, and you will be required to make up and submit any assignments for that day (including possible make-up assignments beyond what was required for students in class) as soon as reasonably possible for your situation. Excused absences are for reasons such as illness, death in the family, personal or family emergency, etc. *If you miss a class session* *for an unexcused and/or undocumented reason, an improvement plan may be required for lack of professionalism.*

Final Assignment: Your final assignment will be due **no later than Wednesday, May 8, at 1 pm.** See the separate assignment description for more information.

**Students with Disabilities:**

I would like to hear from anyone who has a disability that requires accommodations. Please contact me no later than Monday, March 25.

**Religious Observances:**

I will accommodate religious beliefs according to UWS 22.03 if you notify me no later than Monday, March 25, regarding specific dates with which you have religious conflicts.

Academic Misconduct:

Information on the policies that apply to all UW System students and faculty regarding academic misconduct can be found at this UW-Madison website: <http://www.wisc.edu/students/saja/misconduct/UWS14.html>. Also recall that you are responsible for understanding all six pages available from this link on plagiarism, especially the information on successful and unsuccessful paraphrases: <http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html>. *Plagiarism and/or cheating on any exam or assignment in this class may result in a reduced or failing grade.*

#### Grading:

Your *percent correct* (*not* total number of points) on the following components in the second half of this course will be weighted as follows for your final class grade:

Final Assignment: 33.35% (66.7% of your grade for this portion of the course)

Weekly assignments: 16.65% (33.3% of your grade for this portion of the course)

Grading Scale

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |

**Objectives for this portion of the course:**

The following course objectives line up with the requirements of the American Speech-Language-Hearing Association (ASHA) for certification of audiologists, which also correspond to the expectations of the UW AuD program. The ASHA standards are available at <https://www.asha.org/Certification/2020-Audiology-Certification-Standards/>.

If a student fails to meet any or all ASHA standards for the course, the student will most likely be required to complete an improvement plan and/or re-do some assignments or portions of the course in order to meet the ASHA standards. These revisions/assignments/re-takes will not necessarily result in an improved course grade, but (if completed adequately) they will allow the instructor to sign off on the corresponding ASHA standard(s).

Course grades and ASHA competencies are related, but don’t necessarily exactly correspond to each other. Usually, if a student earns a passing grade on every course assignment, then that student will also meet the ASHA competencies for the course. It is possible, however, for a student to pass the course but not fully meet one or several individual ASHA competencies, especially if the student has not passed every assignment. On the other hand, some ASHA competencies are covered in multiple assignments; if this is the case, then it’s possible that a student may not meet a standard on one assignment, but may meet the standard on a different assignment. The instructor will notify any student who does not meet ASHA competencies. It is also highly recommended that any student who receives a less-than-passing grade on any assignment contact the instructor to discuss how the student can get back on track for passing the course and for meeting ASHA competencies.

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| **The student will demonstrate knowledge of and/or skills in...** | **Standard Fully or Partially Covered in this Course;**  **Knowledge vs. Skill Coverage** |
| A3. Language and speech characteristics and their development for individuals with normal and impaired hearing across the life span | Partial (knowledge-only standard) |
| A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management | Partial (knowledge-only standard) |
| A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and on families, caregivers, and other interested parties | Partial (knowledge-only standard) |
| A9. Implications of biopsychosocial factors in the experience of and adjustment to auditory disorders and other chronic health conditions | Partial (knowledge-only standard) |
| A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span | Partial (knowledge-only standard) |
| A11. Manual and visual communication systems and the use of interpreters/transliterators/translators | Partial (knowledge-only standard) |
| A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication | Partial (knowledge-only standard) |
| A13. Principles of research and the application of evidence-based practice (i.e., scientific evidence, clinical expertise, and client/patient perspectives) for accurate and effective clinical decision making | Partial (knowledge-only standard) |
| A14. Assessment of diagnostic efficiency and treatment efficacy through the use of quantitative data (e.g., number of tests, standardized test results) and qualitative data (e.g., standardized outcome measures, client/patient-reported measures) | Partial (knowledge-only standard) |
| A16. Principles and practices of client/patient/person/family-centered care, including the role and value of clients’/patients’ narratives, clinician empathy, and shared decision making regarding treatment options and goals | Partial (knowledge-only standard) |
| A17. Importance, value, and role of interprofessional communication and practice in patient care | Partial (knowledge-only standard) |
| A18. The role, scope of practice, and responsibilities of audiologists and other related professionals | Partial (knowledge-only standard) |
| A19. Health care, private practice, and educational service delivery systems | Partial (knowledge-only standard) |
| A21. Advocacy for individual patient needs and for legislation beneficial to the profession and the individuals served | Partial (knowledge-only standard) |
| B10. Identifying persons at risk for speech-language and/or cognitive disorders that may interfere with communication, health, education, and/or psychosocial function | Partial knowledge |
| B11. Screening for comprehension and production of language, including the cognitive and social aspects of communication | Partial knowledge |
| B12. Screening for speech production skills (e.g., articulation, fluency, resonance, and voice characteristics) | Partial knowledge |
| B13. Referring persons who fail the screening for appropriate speech-language pathology consults, medical evaluation, and/or services, as appropriate | Partial knowledge |
| F1. Counseling parents to facilitate their acceptance of and adjustment to a child's diagnosis of hearing impairment | Partial knowledge |
| F2. Counseling parents to resolve their concerns and facilitate their decision making regarding early intervention, amplification, education, and related intervention options for children with hearing impairment | Partial knowledge |
| F3. Educating parents regarding the potential effects of hearing impairment on speech-language, cognitive, and social–emotional development and functioning | Partial knowledge and skill |
| F4. Educating parents regarding optional and optimal modes of communication; educational laws and rights, including 504s, individualized education programs (IEPs), individual family service plans (IFSPs), individual health plans; and so forth | Partial knowledge and skill |
| F6. Instructing parents and/or child(ren) regarding the daily use, care, and maintenance of amplification devices and HATS | Partial knowledge and skill |
| F7. Planning and implementing parent education/support programs concerning the management of hearing impairment and subsequent communication and adjustment difficulties | Partial knowledge and skill |
| F8. Providing for intervention to ensure age/developmentally appropriate speech and language development | Partial knowledge |
| F9. Administering self-assessment, parental, and educational assessments to monitor treatment benefit and outcome | Partial knowledge and skill |
| F11. Counseling the child with hearing impairment regarding peer pressure, stigma, and other issues related to psychosocial adjustment, behavioral coping strategies, and self-advocacy skills | Partial knowledge and skill |
| F13. Providing interprofessional consultation and/or team management with speech-language pathologists, educators, and other related professionals | Partial knowledge |

**Course Schedule**

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| **Week** | **Topic** | **Required Textbook Reading; Additional required and supplemental readings will be posted in D2L** |
| March 11-13 | Introduce the class and the cases; Auditory skill development; speech acoustics; speech perception; speech, language, & auditory development in children with HL | Chapters 1, 2, 10 |
| **March 20-22** | **Spring break, no class** |  |
| March 25-**27** | Finish auditory skill development & speech/language development;  Possibly start on assessing AR needs (skills to assess and how to assess them), including HA users and CI users  **Class *will* meet on Monday 3/25**  **On Weds. 3/27: no class meeting due to AAA; alternate activity will be required** |  |
| April 1-3 | Assessing AR needs, including specific tools; multidisciplinary assessment | Chapters 5, 6, 9 |
| April 8-10 | Assessing AR needs, including specific tools; multidisciplinary assessment | Chapters 5, 6, 9 |
| April 15-17 | Family-centered therapy & coaching: HAs, CIs, early intervention, pre-school, school-age (including self-advocacy development), transition skills, children with multiple disabilities | Chapters 5, 6, 9 |
| April 22-24 | Family-centered therapy & coaching;  AR for children with CAPD (including CAPD controversies) |  |
| April 29-May 1 | AR with non-aural/oral approach and/or with Deaf families or children |  |
| **May 8** | **Final Portfolio due by 1 pm** |  |