

COURSE SYLLABUS
COMD 857: Amplification I Lab, 1 s.h.
UW-Stevens Point
Spring 2017
Friday 9-11 am
Room 051 (Hearing Aid Lab), CPS

Professor: Dr. Rebecca L. Warner Henning
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Office Hours: Monday and Wednesday 3:00-4:00, Friday 11:00-noon, & by appointment
Teaching Assistant: Chelsey Mazemke

Prerequisites:

- 850 Hearing Science
- 854 & 855 Electroacoustic and Instrument Calibration
- 852 & 853 Hearing Assessment
- concurrent enrollment in 856 Amplification I

Required Readings:

Harvey Dillon, *Hearing Aids, 2nd edition*
ANSI S3.22, 2003 or more recent (to be posted on D2L)
Possible other sources TBA

Course Description:

This lab course is the companion to CD 856 Amplification I. In this class, you will have the chance to practice “hands-on” clinical applications of the concepts taught in 856. Topics will include: hearing aid repairs and troubleshooting, earmold impressions, electroacoustic evaluation of hearing aids, probe microphone measurements, prescriptive procedures, and earmold and earshell acoustics.

Student Requirements:

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

Class Preparation

Any assigned readings must be completed *before class*. You should review and be familiar with the current topics in the 856 class. Most of the readings and topics overlap with those assigned for 856. You are expected to review these readings and topics *again* before coming to lab.

Attendance

You are required to attend class. *Any unexcused absences may result in a failing grade for the course.* Excused absences will be granted for reasons such as illness/injury, family emergency or major event, travel to a professional conference, etc. Please be prepared to provide documentation for excused absences.

Lab Assignments

There will be a lab assignment most weeks. Most lab sessions will begin with an overview and some demonstration of what you'll need to, and you will have any remaining time to begin work on the assignment. Lab assignments will usually need to be completed outside of class, and will usually be due one week after they are assigned.

Please see the "requirements for lab reports" at the end of this syllabus.

Lab assignments may be revised / re-done for a higher grade. I will record the revised grade, BUT the maximum revised grade that you can receive is 90%. Revised / re-done labs must be turned in to me within one week after you receive your original graded lab. You are also free to revise a lab on which you received a 90% or greater, but your original grade will not change. You might choose this option if you would like practice or more feedback on something you missed points on.

Practical Exams

There will be practical exams during the later part of the semester that will cover three topics: ANSI tests, electroacoustic tests at user settings, and probe microphone measures. The exams will cover set-up procedures and interpretations for all of the tests. *You must earn the minimum passing score (82%) on each topic of the exam in order to pass the class. If you do not achieve the minimum passing score on any topic, you must repeat each non-passing portion of the exam until you pass.*

Grading:

70%: the mean (average) of your *percent correct* (NOT total number of points) on each lab

30%: the percent correct on your first attempt at each practical exam

Please see the information on “requirements for lab reports” at the end of this syllabus for information on how I will grade your lab reports.

Grading Scale

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

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.

Religious Observances:

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

Academic Misconduct:

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

http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf. We will review the basics of plagiarism and citation in class, and you are also responsible for reviewing and understanding all six pages available from this link, 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 failing grade for the cheated/plagiarized portion of the exam or assignment.***

Objectives for Students:

The following course objectives are consistent with the requirements of the American Speech-Language-Hearing Association (ASHA) for certification of audiologists as of 2011.

* I/D/M indicates level of mastery = introductory/developing/mastery

The student will. . .	ASHA Ref	Level I/D/M	Method of Assessment
Troubleshoot HA problems and perform basic HA repairs.	D2	D	Lab assignments
Identify HA components.	D2	D	Lab assignments
Make accurate earmold impressions, and accurately critique earmold impressions.	D2	D	Lab assignments
Assess HA electroacoustic performance using appropriate test stimuli and stimulus levels.	A24, D2	D	Lab assignments; practical exams
Conduct probe microphone measurements using appropriate methods.	A24, D2	D	Lab assignments; practical exams
Determine prescribed HA gain & output, and apply the prescriptions appropriately to hypothetical patients.	D2	D	Lab assignments
Describe and explain the effects of earmold and earshell acoustics on real-ear gain and output, and choose appropriate earmold and earshell acoustic characteristics for hypothetical patients.	D2	D	Lab assignments
Modify earmolds and earshells.	D2	D	Lab assignments

Instructor's Objectives:

In order to help you achieve the above objectives, I will do the following:

- 1) Provide you with suggestions for study skills and strategies;
- 2) Come to class prepared to demonstrate the assignment;
- 3) Explain difficult concepts to the best of my ability;
- 4) Be available during office hours to answer questions or discuss the material;
- 5) Provide a non-threatening environment in which it is acceptable to "learn out loud," learn by trying new things and new ideas, and not always have the "right" answer.

Class Schedule

The following is a tentative schedule that is subject to change. I will announce all changes in class. There will be lab write-ups and/or practical assignments associated with nearly every lab.

Day	Date	Topic	Reading
T	Jan. 17	Intro to HA duty: HA repairs and troubleshooting; Earmold impressions	Dillon, chpt. 4 pp. 121-125; ANSI S3.22
F	Jan. 20	Mandatory earmold impression practice time	
F	Jan. 27	HA Components	Verifit manual for reference
F	Feb. 3	TBD; earmold impression practice?	
F	Feb. 10	Electroacoustic measurement	ANSI S3.22
F	Feb. 17	TBD	
F	Feb. 24	Compression	
F	March 3	Modifying earmolds & earshells (practical assignment; no lab write-up)	Dillon pp. 167-169
F	March 10	Probe microphone measures I	Verifit manual for reference
F	March 17	Probe microphone measures II	Verifit manual for reference
F	March 24	No lab: spring break	
F	March 31	Practical exams: ANSI and electroacoustic testing	
F	April 7	No lab meeting: AAA	
F	April 14	Earmold & earshell acoustics	Dillon chpt. 5
F	April 21	Fitting strategies/prescriptive procedures	
F	April 28	Practical exams: probe microphone measures	
F	May 5	Capstone day: no lab	
Final Exam Week		Practical exam re-takes if necessary	

Requirements for Lab Reports

1. *Lab reports are to be written up individually*. You are permitted to consult with your classmates about the concepts covered in the lab, but *each student must write up his/her own lab report in his/her own words*. If a student does not follow this requirement, it will be considered academic misconduct.
2. Each student is to obtain his/her own measurements from beginning to end. You are permitted to verbally help each other, but each student must complete all of his/her own physical measurements. If a student does not follow this requirement, it will be considered academic misconduct.
3. The lab report must begin with a statement of the purpose(s) of the lab.
4. Lab reports must be typed. If sketches are required, they may be completed neatly by hand or by computer. Graphs may be neatly hand-drawn on graph paper or created using a computer.
5. All attachments to the lab report (e.g., ANSI printouts, probe mic. printouts, etc.) must be neatly labeled and attached at the end of the lab report. They must be labeled so that it is clear which attachment you are referring to in your written report. For example, your report may say, "ANSI test #1 shows that the hearing aid meets specifications...", and you must be sure that ANSI test #1 is neatly and clearly labeled.
6. All parts of the lab report must be neatly organized and labeled.
7. If the data gathered in lab lends itself to presentation in a table format, please do so.
8. If a table is included in the lab report, then the accompanying text (i.e., the body of the lab report) should explain and interpret the information in the table. Information in a table does NOT need to be simply re-stated in the text, but again, you should use the text to *explain* and *interpret* the information in the table.
9. Lab reports must be written in complete, grammatically correct sentences. Paragraphs should be used as needed.
10. Spelling errors should be minimized.
11. Technical terms must be used and spelled correctly. Refer to your textbook, references, or class notes for the correct usage and spelling.
12. If you refer to information from the textbook or any other outside references, you must cite the source using APA style and include a reference list in APA style at the end of your lab report.
13. Please feel free to ask me if you have questions about your lab report. I am happy to answer questions about your report before you turn it in.

Labs will be graded on a 30-point scale using the following criteria:

1. Information and accuracy: All essential main points and information are included and accurate, and all relevant details and concise supporting information (i.e., information that explains, defines, or illustrates the main points) are included and accurate.
2. Clarity and quality of student's own explanations: The issue/problem/concepts are presented and discussed clearly in a way that demonstrates the student has gained his/her *own* understanding, rather than simply reiterating information from readings or class. May contain original insights into an issue or problem, and/or may include examples or explanations that illustrate the issue or concept.

3. Statements and conclusions are supported with evidence: Statements, conclusions, and/or opinions are supported by accurate, relevant, and clearly presented evidence.
4. Applying information: The student applies information learned in class and/or readings to the lab results.
5. Precision: Written material is precise and specific. For instance, units are fully specified (such as Hz, dB HL, mmho, mL, etc.), descriptions are precise (Instead of writing, "She heard better," you might write, "Her thresholds were 5-10 dB better."), etc.
6. Graduate-level writing and mechanics: It is clearly written or presented, with very minimal or no spelling or grammatical errors. The writing structure and style are consistent with graduate-level academic writing. Technical terms are spelled and used correctly. References are used appropriately and cited and listed correctly in APA style.