

**COURSE SYLLABUS**  
**COMD 866: Amplification II, 2 s.h.**  
**UW-Stevens Point & UW-Madison**  
**Spring 2022**  
**MW 9:40-10:30**  
**Room 234 CPS, UWSP**

**Professor:** Dr. Rebecca L. Warner Henning

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**Office Hours:** Wednesday 3:30-4:30, Thursday 1:30-2:30, Friday 11-noon, & by appointment  
*Zoom and phone "office hours" appointments can also be arranged as needed, either during my regular office hours times or at other times. Please email or call me to schedule Zoom or phone appointments.*

**E-mail communication:** I expect you 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 and often 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 of the deadline, I may not have time to reply/answer before the deadline. (I will do my best to reply, but sometimes it's not possible if many urgent things come up at once). 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:**

- Hearing Science
- Electroacoustics and Instrument Calibration
- Hearing Assessment
- Amplification I
- Research Methods

**Required Readings:**

- Harvey Dillon, *Hearing Aids 2<sup>nd</sup> edition*
- Additional readings to be provided on Canvas

**Course Description:**

This is the second course in a 2 1/2-semester sequence that covers amplification. This class will focus on adult amplification, and we will cover some advanced clinical topics, including current and emerging technology, the role of the audiologist in amplification, patient- and family-centered care, current issues in verification and validation, hearing assistance technology (HAT), and aural rehabilitation. A major objective of this class is for you to think critically, obtain and apply current evidence, and solve problems about amplification concepts and issues. It is important that you understand current hearing aid technology; however, the technology changes quickly, and it's far

more important that you learn how to critically and independently interpret new hearing aid information, and apply knowledge and evidence to clinical situations. The class requirements are structured to give you practice in solving real-world problems in amplification.

### **Credit Hour Policy Standard:**

This class meets for two 50-minute class periods each week, and carries the expectation that students will work on course learning activities (reading, studying, preparing for in-class activities, etc.) for about 2 hours outside of the classroom for every class period. The information about class meeting times and expectations for student work are included in this syllabus.

### **Face Coverings:**

At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

### **Student Privacy and Intellectual Property of Recorded Lectures:**

Lecture materials and recordings for this class are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation [Regent Policy Document 4-1]. (You may contact me to request permission to record lectures).

**Students may not copy or share lecture materials and recordings outside of class**, including posting on internet sites or selling to commercial entities. **Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission.** Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### **Course Format and Expectations:**

- This class will meet in person in the UWSP and UW-Madison distance rooms as much as possible. If we must meet remotely due to the pandemic or other unforeseen circumstances, please see the guidelines below.
- You are expected to attend class regularly. Although excused absences may be necessary more often than usual due to the pandemic, I expect they will still be reserved for circumstances such as illness, caring for someone who is ill, personal or family emergency, etc. Class absences should NOT be requested or used for routine or controllable circumstances like vacation, work, convenience, or errands.
- **When attending a remote class, please remain attentive and engaged in the course. See below for additional information:**
  - If you would like to attend the remote class session but expect you may not be able to fully focus or participate (for example, if you are ill, or caring for someone who is ill, or caring for a dependent, etc.), please email me ahead of time if possible (or if it's not

possible to email me ahead of time, then email me as soon as you reasonably can) to let me know about the situation.

- If you are unable to attend the remote class session, please email me ahead of time if possible, or as soon as you reasonably can. The information above about excused absences also applies to remote class sessions.
- **Please do not try to attend a remote course while you are driving, or while you are doing anything else that requires your full attention for safety!** Please plan your schedule so you can attend class from an environment that allows you to pay attention to class. If this is not possible on a particular day, please see the information above about requesting an excused class absence if necessary.
- Although **I prefer you participate with video whenever possible in any remote class sessions (it helps me and everyone else to feel connected when we can see each other's faces! 😊)**, if your video will create repeated or disruptive distractions for others during the session, please disable your own video while the distraction is present, or for the entire session if necessary. It is NOT very distracting (so no need to disable video) if a family member or pet occasionally or calmly appears in the background; however it IS visually distracting if you move around a lot, or if you move your camera a lot, or if your pet repeatedly jumps all over you throughout class, or if a family member keeps asking you questions. I understand these things may happen, but please disable your own video if they occur for longer than a brief time.
- In general, please mute your own audio unless you are speaking. There may be some occasions when, due to a faster pace of the discussion, it may be better to leave your audio un-muted, but most of the time it works best if everyone except the current speaker has their audio muted.

### **Student Requirements:**

#### Personal situations and/or difficulty meeting course requirements:

If you are concerned that a family or personal situation may affect your ability to meet the class 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 proactive about discussing possible difficulties than to wait until your performance in the class has already suffered. I will not ask you for specific medical or personal information if you do not wish to share it; however, you will typically need to provide some type of documentation to at least one faculty member (either myself or the graduate advisor on your home campus) if a short-term accommodation is needed, or to the Disability Center on your home campus if ongoing or repeated accommodations are needed.

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

#### Classroom Etiquette, Professionalism, & Attendance

As doctoral students, I expect you to be prepared for class, and to regularly attend class (including any remote classes) with an attitude of respect, engagement, enjoyment, and professionalism. **I expect you to behave respectfully toward everyone in the class and myself.**

#### HA Features Assignment

The first assignment due in this class (March 7) will be the HA features assignment. **You will need to work on this assignment regularly throughout late January and February.** See the separate assignment description for full information.

### Audiologist Value Assignment

The second assignment due in this class (April 6) will be a paper where you discuss some specific ways that you plan to add benefit and value to patients' hearing aid fitting experiences. See the separate assignment description for full information.

### Presentation

The final class requirement will be a two-part presentation at the end of the semester. See the assignment description for full information.

### **Accommodations for Disability or Health Condition:**

If you have a short- or long-term disability or health condition that requires accommodations, please contact the Disability Center on your home campus.

### **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 with which you have religious conflicts.

### **Academic Misconduct:**

I expect all students to follow the course requirements for academic honesty. If you are tempted by academic dishonesty, I recommend you ask yourself why (Are you having trouble meeting an assignment deadline? Are you struggling to understand some course material? Are you having trouble understanding why an assignment is relevant or important?), and then address that underlying cause. For example, let me know you're having one of those problems, and we can discuss some possible solutions. You might also ask other AuD students for advice on those problems.

The policies that apply to all UW System students and faculty regarding academic misconduct can be found here: <file:///C:/Users/audsk/AppData/Local/Temp/14.pdf>. You are also responsible for reviewing and understanding all of the information about avoiding plagiarism at this link, especially the information on successful and unsuccessful paraphrases: <https://writing.wisc.edu/handbook/assignments/quotingsources/>.

### **Grading:**

Your final grade is determined by averaging your *percent correct* (not total number of points) on the following components:

HA features assignment	33.33%
Audiologist value assignment	33.33%
Presentation	33.34%

### **Grading Scale**

<b>UW – SP</b> Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
<b>Percentage</b>	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
<b>UW – Madison</b> Letter Grade	A	A-B		B	B-C		C	C-D		D	F

**ASHA Standards/Competencies:** The following American Speech-Language-Hearing Association (ASHA) Council for Clinical Certification (CFCC) 2020 standards for the Certificate of Clinical Competence in Audiology (CCC-A) are covered in this course (see table below). For standards that are partially covered, **the portion covered in this class is bolded**.

**Method of Assessing Competency:** All of these competencies are assessed via all of the assignments. For each competency, a passing grade on the assignment(s) covering the corresponding material will serve as documentation that the student has met competency. **A passing grade is a B or better. If a student fails to meet competency on a task, they will work with the course instructor to either redo the task or complete an additional task in order to demonstrate competency. If a student is not able to successfully complete this task, then an improvement plan will be initiated to remediate the skill in question. See the AuD handbook section on improvement plans.**

<b>ASHA CCC-A/CFCC (2020) standard; The student will demonstrate knowledge of (for items lettered A) and knowledge and skills in (for items lettered B-F):</b>
A4. Principles, methods, and applications of acoustics, psychoacoustics, and speech perception, with a focus on how each is impacted by hearing impairment throughout the life span
A5. Calibration and use of instrumentation according to manufacturers' specifications and accepted standards
A7. Applications and limitations of specific audiologic assessments and interventions in the context of overall client/patient management
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
A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span
A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication
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
A14. Assessment of diagnostic efficiency and treatment efficacy through the use of quantitative data (e.g., number of tests, standardized test results) and <b>qualitative data (e.g., standardized outcome measures, client/patient-reported measures)</b>
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
A18. The role, scope of practice, and responsibilities of audiologists and other related professionals
B10. Identifying persons at risk for speech-language and/or cognitive disorders that may interfere with communication, health, education, and/or psychosocial function
D4. Enhancing clients'/patients' acceptance of and adjustment to hearing aids, hearing assistive technologies, and osseointegrated and other implantable devices
D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing impairment for the client/patient, family members, and/or caregivers to enhance their well-being and quality of life
E1. Engaging clients/patients in the identification of their specific communication and adjustment difficulties by eliciting client/patient narratives and interpreting their and/or caregiver-reported measures
E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship
E4. Providing assessments of family members' perception of and reactions to communication difficulties

E5. Identifying the effects of hearing problems and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning
E6. Engaging clients/patients (including, as appropriate, school-aged children/adolescents) and family members in shared decision making regarding treatment goals and options
E7. Developing and implementing individualized intervention plans based on clients'/patients' preferences, abilities, communication needs and problems, and related adjustment difficulties
E8. Selecting and fitting appropriate amplification devices and assistive technologies
E14. Identifying individuals who are candidates for cochlear implantation and other implantable devices
E17. Identifying the need for—and fitting—electroacoustically appropriate hearing assistive technology systems (HATS) based on clients'/patients' communication, educational, vocational, and social needs when conventional amplification is not indicated or provides limited benefit
E19. Ensuring compatibility of HATS when used in conjunction with hearing aids, cochlear implants, or other devices and in different use environments
E21. Providing auditory, visual, and auditory–visual communication training (e.g., speechreading, auditory training, listening skills) to enhance receptive communication
E23. Counseling clients/patients to promote the effective use of ear-level sound generators and/or the identification and use of situationally appropriate environmental sounds to minimize their perception of tinnitus in pertinent situations
E28. Ensuring treatment benefit and satisfaction by monitoring progress and assessing treatment outcome

### Class Schedule

The following is a **tentative** schedule of topics that is subject to change. **Required reading assignments associated with each topic will be posted in Canvas.**

**Students may also be required to view recorded lectures.**

Day	Date	Topic
M	Jan. 24	Course overview; noise management technology
W	Jan. 26	Noise management technology
M	Jan. 31	Noise management technology
W	Feb. 2	Noise management technology
M	Feb. 7	Noise management technology; tinnitus technology
W	Feb. 9	HAs & music
M	Feb. 14	HAs & music
W	Feb. 16	Cochlear dead regions, frequency lowering technology, CI vs. HA candidacy
M	Feb. 21	Cochlear dead regions, frequency lowering technology, CI vs. HA candidacy
W	Feb. 23	Cochlear dead regions, frequency lowering technology, CI vs. HA candidacy
M	Feb. 28	Assessing needs & measuring outcomes
W	March 2	Assessing needs & measuring outcomes
<b>M</b>	<b>March 7</b>	<b>HA features assignment due</b> Assessing needs & measuring outcomes
W	March 9	OTCs, the audiologist's role
<b>M</b>	<b>March 14</b>	<b>No class meeting: spring break for Madison</b> <b>SP students view recorded lectures or other required activity</b> Bilateral vs. unilateral candidacy

<b>W</b>	<b>March 16</b>	<b>No class meeting: spring break for Madison</b> <b>SP students view recorded lectures or other required activity</b> Bilateral vs. unilateral candidacy
<b>M</b>	<b>March 21</b>	<b>No class meeting: spring break for Stevens Point</b> <b>Madison students view recorded lectures or other required activity</b> <b>Spring break</b>
<b>W</b>	<b>March 23</b>	<b>No class meeting: spring break for Stevens Point</b> <b>Madison students view recorded lectures or other required activity</b> <b>Spring break</b>
<b>M</b>	March 28	OTCs, the audiologist's role
<b>W</b>	<b>March 30</b>	<b>Presentation topics due</b> OTCs, the audiologist's role
<b>M</b>	April 4	FM, HATS for adults, wireless technology
<b>W</b>	<b>April 6</b>	<b>Audiologist value assignment due</b> FM, HATS for adults, wireless technology
<b>M</b>	April 11	Options for unilateral & asymmetric HL
<b>W</b>	April 13	Options for unilateral & asymmetric HL
<b>M</b>	April 18	TBD
<b>W</b>	<b>April 20</b>	<b>Presentations</b>
<b>M</b>	<b>April 25</b>	<b>Presentations</b>
<b>W</b>	<b>April 27</b>	<b>Presentations</b>
<b>M</b>	<b>May 2</b>	<b>Presentations</b>
<b>W</b>	<b>May 4</b>	<b>Presentations</b>
<b>Final exam week,</b> <b>Date and time</b> <b>TBD, likely May 9</b> <b>at 9:40 am</b>		<b>Presentations</b>