**COURSE SYLLABUS**

# **COMD 866: Amplification II, 2 s.h.**

# **UW-Stevens Point & UW-Madison**

**Spring 2018**

**MW 9:40-10:30**

**Room 234 CPS, UWSP**

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

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**Office Hours:** Monday 2-3, Friday 11:00-noon, & by appointment

**Reaching me by phone:** You are welcome to try calling my office anytime, but if you want to *guarantee* that I’ll be available, please arrange a time with me beforehand.

**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:**

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

**Required Readings:**

* + Harvey Dillon, *Hearing Aids 2nd edition*
  + Additional readings to be provided on the course D2L website

**Course Description:**

This is the second course in a 2 1/2-semester sequence that covers amplification for persons with hearing loss. 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, current issues in verification and validation, assistive listening devices, hearing loss and cognition, hearing loss and quality of life, etc. A major objective of this class is to increase your ability to think critically, 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. Many of 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, in the presentation assignment description, 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 Participation and Preparation:

You are required to come to class prepared, and to make oral contributions to class regularly. See the Class Contributions section of the assignment descriptions 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.**

I expect you to attend class regularly. I understand that you may occasionally need to miss class for either excused or unexcused reasons; however, repeated absences are not appropriate in this class. Regardless of your reason for missing class, you are responsible for contacting me as soon as reasonably possible and making up any missed work. If you miss more than two classes, I may ask you to provide me with documentation for excused absences. *More than two absences for unexcused, undocumented reasons could, depending on the circumstances, result in an improvement plan for lack of professionalism.* Excused absences are for reasons such as illness, death in the family, personal or family emergency, etc.

Exams & Presentation

There will be two in-class exams during the semester. The final class requirement will be a two-part presentation at the end of the semester. See the assignment description for more information about the presentation.

**Students with Disabilities:**

I would like to hear from anyone who has a disability that requires 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 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 final grade is determined by averaging your *percent correct* (*not* total number of points) on the following components:

In-class exams (2) 30% each

Presentation 30%

Class participation 10%

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 |

**ASHA Objectives/Competencies for Students:**

The following course objectives line up with the requirements of the American Speech-Language-Hearing Association (ASHA) required competencies for certification of audiologists. The standards are available at <http://www.asha.org/Certification/2012-Audiology-Certification-Standards/#Standard%20IV>.

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 is not meeting 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.

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

|  |  |  |  |
| --- | --- | --- | --- |
| **The student will. . .** | **ASHA Ref** | **Level**  **I/D/M** | **Method of Assessment** |
| Demonstrate knowledge of current hearing aid technology, hearing aid fitting procedures (including assessing needs and measuring outcomes), and acoustic characteristics of speech. | C9, D2, D7, F1, F2, F3 | D | Exams & presentations;  Class participation |
| Apply current evidence on hearing aid fitting procedures (including assessing needs and measuring outcomes) and technology to clinical scenarios. | A7, A9, A16, A18, C9, D2, D7, F1, F2, F3 | D | Exams & presentations;  Class participation |
| Determine patient candidacy for assistive listening devices (ALDs), evaluate and describe the appropriateness of specific ALDs, and measure outcomes of ALDs. | D2, D6, D7, F1, F2, F3 | D | Exams & presentations;  Class participation |

**Class Schedule**

The following is a tentative schedule. \*\***Topics and weeks are subject to change. There will be required reading assignments associated with each topic that will be posted in D2L.** Exam dates are carefully scheduled with several factors in mind, so I would prefer not to change them. If you have multiple exams on the same day or week, however, and would like to request a change, you must do so **no later than Monday, February 5, by 8 am.** Requests cannot be considered after that time. I will consider all requests made by the deadline, and I will ask for feedback from all members of the class. I cannot guarantee that I will be able to honor all requests.

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

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| --- | --- | --- |
| **Day** | **Date** | **Topic** |
| W | Jan. 24 | Course overview; changes in HA delivery & the audiologist’s role |
| M | Jan. 29 | Changes in HA delivery & the audiologist’s role; AR |
| W | Jan. 31 | Changes in HA delivery & the audiologist’s role; AR |
| M | Feb. 5 | Noise management technology |
| W | Feb. 7 | Noise management technology |
| M | Feb. 12 | Noise management technology; tinnitus technology; HAs & music |
| W | Feb. 14 | Noise management technology; tinnitus technology; HAs & music |
| M | Feb. 19 | Cochlear dead regions & frequency lowering technology |
| W | Feb. 21 | Cochlear dead regions & frequency lowering technology |
| M | Feb. 26 | Cochlear dead regions & frequency lowering technology |
| **W** | **Feb. 28** | **Exam I** |
| M | March 5 | Assessing needs & measuring outcomes |
| W | March 7 | Assessing needs & measuring outcomes |
| M | March 12 | Assessing needs & measuring outcomes |
| W | March 14 | Assessing needs & measuring outcomes |
| **M** | **March 19** | **Presentation topics due**  Bilateral vs. unilateral candidacy |
| W | March 21 | Bilateral vs. unilateral candidacy |
| **M** | **March 26** | **Spring break** |
| **W** | **March 28** | **Spring break** |
| M | April 2 | Bilateral vs. unilateral candidacy |
| W | April 4 | Options for unilateral & asymmetric HL |
| M | April 9 | Options for unilateral & asymmetric HL |
| W | April 11 | FM, ALDs for adults, wireless technology |
| **M** | **April 16** | **Exam II** |
| **W** | **April 18** | **No class due to AAA; alternate assignment will be required**  FM, ALDs for adults, wireless technology |
| **M** | **April 23** | **Presentations** |
| **W** | **April 25** | **Presentations** |
| **M** | **April 30** | **Presentations** |
| **W** | **May 2** | **Presentations** |
| **Final exam week,**  **Date and time TBD** | | **Presentations** |