**COURSE SYLLABUS**

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

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

**Spring 2019**

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

**Room 234 CPS, UWSP**

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

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

**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, 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. 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 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 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.

HA Features Assignment

The first assignment due in this class (March 4) 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.

Exam

There will be one in-class exam during April. The exam will be closed-book, closed-notes.

Presentation

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

**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:

HA features assignment 33.33%

Exam 33.33%

Presentation 33.34%

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 Students:**

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. . .** | **Standard Fully or Partially Covered in this Course;**  **Knowledge vs. Skill Coverage** |
| 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 | Partial (knowledge-only standard) |
| A5. Calibration and use of instrumentation according to manufacturers’ specifications and accepted standards | 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) |
| A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span | 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) |
| A18. The role, scope of practice, and responsibilities of audiologists and other related professionals | 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 |
| D4. Enhancing clients’/patients’ acceptance of and adjustment to hearing aids, hearing assistive technologies, and osseointegrated and other implantable devices | Partial knowledge |
| 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 | Partial knowledge |
| 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 | Partial knowledge |
| E3. Responding empathically to clients’/patients’ and their families’ concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship | Partial knowledge |
| E4. Providing assessments of family members’ perception of and reactions to communication difficulties | Partial knowledge |
| E5. Identifying the effects of hearing problems and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning | Partial knowledge |
| E6. Engaging clients/patients (including, as appropriate, school-aged children/adolescents) and family members in shared decision making regarding treatment goals and options | Partial knowledge |
| E7. Developing and implementing individualized intervention plans based on clients’/patients’ preferences, abilities, communication needs and problems, and related adjustment difficulties | Partial knowledge |
| E8. Selecting and fitting appropriate amplification devices and assistive technologies | Partial knowledge |
| E14. Identifying individuals who are candidates for cochlear implantation and other implantable devices | Partial knowledge |
| 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 | Partial knowledge |
| E19. Ensuring compatibility of HATS when used in conjunction with hearing aids, cochlear implants, or other devices and in different use environments | Partial knowledge |
| E21. Providing auditory, visual, and auditory–visual communication training (e.g., speechreading, auditory training, listening skills) to enhance receptive communication | Partial knowledge |
| 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 | Partial knowledge |
| E28. Ensuring treatment benefit and satisfaction by monitoring progress and assessing treatment outcome | Partial knowledge |

**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 4, 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. 23 | Course overview; noise management technology |
| M | Jan. 28 | Noise management technology |
| W | Jan. 30 | Noise management technology |
| M | Feb. 4 | Noise management technology |
| W | Feb. 6 | Noise management technology; tinnitus technology |
| M | Feb. 11 | HAs & music |
| W | Feb. 13 | Cochlear dead regions, frequency lowering technology, CI vs. HA candidacy |
| M | Feb. 18 | Cochlear dead regions, frequency lowering technology, CI vs. HA candidacy |
| W | Feb. 20 | Cochlear dead regions, frequency lowering technology, CI vs. HA candidacy |
| M | Feb. 25 | Catch up |
| W | Feb. 27 | FM, HATS for adults, wireless technology |
| **M** | **March 4** | **HA features project due**  FM, HATS for adults, wireless technology |
| W | March 6 | Assessing needs & measuring outcomes |
| M | March 11 | Assessing needs & measuring outcomes |
| W | March 13 | Assessing needs & measuring outcomes |
| **M** | **March 18** | **Spring break** |
| **W** | **March 20** | **Spring break** |
| **M** | **March 25** | **Presentation topics due**  Bilateral vs. unilateral candidacy |
| **W** | **March 27** | **No class meeting due to AAA; alternate assignment will be required**  Bilateral vs. unilateral candidacy |
| M | April 1 | Changes in HA delivery & the audiologist’s role; AR |
| W | April 3 | Changes in HA delivery & the audiologist’s role; AR |
| M | April 8 | Options for unilateral & asymmetric HL |
| W | April 10 | Options for unilateral & asymmetric HL |
| **M** | **April 15** | **Exam** |
| **W** | **April 17** | **Presentations** |
| **M** | **April 22** | **Presentations** |
| **W** | **April 24** | **Presentations** |
| **M** | **April 29** | **Presentations** |
| **W** | **May 1** | **Presentations** |
| **Final exam week,**  **Date and time TBD** | | **Presentations** |