

COURSE SYLLABUS
COMD 866: Amplification II, 2 s.h.
UW-Stevens Point & UW-Madison
Spring 2024
MW 9:40-10:30
Room 234 CPS, UWSP

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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.

Course Description:

This is the second course in a 2.5-semester sequence that covers amplification. This class will focus on adult amplification, and we will cover some advanced clinical topics, including advanced signal processing features and connectivity, the role of the audiologist in amplification, patient- and family-centered care and needs assessment, hearing assistance technology (HAT), amplification for unilateral and asymmetric hearing losses, issues in bilateral versus unilateral fittings, and accessibility and affordability of amplification. A major objective of this class is for you to think critically, obtain and apply current evidence, and solve real-world problems and cases 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.

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

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.

Course Format and Expectations:

- This class will meet in person in the UWSP and UW-Madison distance rooms as much as possible, unless unforeseen circumstances require remote or virtual classes.
- You are expected to attend class regularly, and absences should 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, personal time off, or work.

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.

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.

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. **! expect you to behave respectfully toward everyone in the class and myself.**

HA Features Assignment

The first assignment due in this class will be the HA features assignment. **Although this assignment is not due until March, you will need to work on it regularly throughout late January and February.** See the separate assignment description for full information.

Case Assignments

Four case assignments will be required, with two write-ups due in early April and two due in early May. **These assignments will require some role-playing with your classmates, and you will need to be working on them throughout the month or so before they are due.**

In-Class Activities

During many class sessions, there will be in-class, small-group and/or individual quizzes or assignments to practice class concepts. You will be required to submit your answers for a grade, and see the Grading section for more information about how these will be graded.

Use of AI and Class Assignments:

The assignments in this class assess your ability to demonstrate that you accurately understand and can accurately apply and explain specific concepts from this class in your own words. I will be grading your assignments on how well you are applying the specific information taught in this class. There is no reliable method for me to monitor and enforce whether or not you use AI on assignments; however, be aware that AI tends to produce more general or generic information, it can sometimes be inaccurate, its answers can reinforce or perpetuate existing biases, and it does NOT accurately cite sources. (Many “sources” that it “cites” do not even exist). Because I will be grading you on how accurately, clearly, and specifically you discuss, apply, and explain the specific concepts taught in this class, be aware that AI alone will most likely not generate fully acceptable answers.

Because I am not able to reliably monitor the use of AI, you are not prohibited from using it; however, be aware that YOU are responsible for the accuracy, relevance, and correct use of sources and citations for the assignments you submit in this class. If you choose to use AI in any assignments, you will likely need to closely and critically evaluate and edit the information for accuracy, to minimize bias, to make sure you are specifically applying content taught in this class, and to make sure that other sources are correctly paraphrased and cited.

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 asking 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? Are you unsure how to get started? Are you struggling with confidence? These are all understandable problems (I've had all of them myself at times!), and I'm happy to discuss some possible strategies or solutions with you.

The policies that apply to all UW System students and faculty regarding academic misconduct can be found here: <https://conduct.students.wisc.edu/academic-misconduct/>. (Although this is a UW-Madison link, these are UW System-wide policies). 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/quoting/sources/>.

Grading:

Also see the assignment descriptions and rubrics for each assignment.

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

In-class quizzes/assignments	10%
HA features assignment	30%
First case assignment (cases 1 and 2)	30%
Second case assignment (cases 3 and 4)	30%

Grading for In-Class Quizzes/Assignments:

The purpose of in-class quizzes and assignments is for spaced repetition practice of recalling class information, and for practice applying class information. These are evidence-based methods for improving and maintaining learning. You will get the most out of these assignments if you regularly review class information and make your best attempt to get as many correct answers as possible; however, these exercises are still highly valuable for learning even when you don't get all the correct answers. These are the reasons for the grading scale below:

- 100% = assignment is complete, and at least half of the total answers correct
- 90% = assignment is complete with at least one answer correct, but less than half of total answers correct
- 85% = assignment fully complete with reasonable answers (i.e., honest attempts), but none correct
- 80% = assignment partially complete with some reasonable answers
- 0% = assignment not submitted or only minimally complete
- Your two lowest in-class quiz/assignment grades will be dropped with no penalty. If you are absent from class on a day with an in-class assignment, you have the option to take a grade of 0% and use it as one of your two dropped grades, or you may submit a make-up assignment. The make-up assignment is 2-3 paragraphs summarizing what you believe are the most important 2-3 points you learned during the previous class, along with your own explanation of how you will use that information and why it is important. No more than two make-up assignments due to class absence are allowed per student per semester, except for extremely extenuating circumstances with a documented need for this type of accommodation.

Grading Scale:

UW – SP Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Percentage	100-93	92.9-90	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 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.**

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):
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 qualitative data (e.g., standardized outcome measures, client/patient-reported measures)
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. 22	Course overview; noise management technology
W	Jan. 24	Noise management technology
M	Jan. 29	Noise management technology
W	Jan. 31	Noise management technology
M	Feb. 5	Noise management technology
W	Feb. 7	Noise management technology
M	Feb. 12	Tinnitus management technology
W	Feb. 14	Assessing needs & measuring outcomes
M	Feb. 19	Assessing needs & measuring outcomes
W	Feb. 21	Assessing needs & measuring outcomes

M	Feb. 26	Bilateral versus unilateral candidacy
W	Feb. 28	Bilateral versus unilateral candidacy
M	March 4	HA features assignment due Bilateral versus unilateral candidacy Cochlear dead regions, frequency lowering technology, CI vs. HA candidacy
W	March 6	Cochlear dead regions, frequency lowering technology, CI vs. HA candidacy
M	March 11	Cochlear dead regions, frequency lowering technology, CI vs. HA candidacy
W	March 13	Cochlear dead regions, frequency lowering technology, CI vs. HA candidacy
M	March 18	No class meeting: spring break for Stevens Point Madison students view recorded lectures or other required activity Cochlear dead regions, frequency lowering technology, CI vs. HA candidacy; HAs and music (duplicates March 25)
W	March 20	No class meeting: spring break for Stevens Point Madison students view recorded lectures or other required activity HAs and music (duplicates March 27)
M	March 25	No class meeting: spring break for Madison SP students view recorded lectures or other required activity Cochlear dead regions, frequency lowering technology, CI vs. HA candidacy; HAs and music (duplicates March 18)
W	March 27	No class meeting: spring break for Madison SP students view recorded lectures or other required activity HAs and music (duplicates March 20)
M	April 1	HAs and music
W	April 3	First case assignment due FM, HATS for adults, wireless technology
M	April 8	FM, HATS for adults, wireless technology
W	April 10	FM, HATS for adults, wireless technology
M	April 15	FM, HATS for adults, wireless technology
W	April 17	No class meeting due to AAA conference Options for unilateral & asymmetric HL
M	April 22	Options for unilateral & asymmetric HL
W	April 24	Options for unilateral & asymmetric HL
M	April 29	Accessibility, affordability, and OTCs
W	May 1	Accessibility, affordability, and OTCs
Monday May 6, 11:59 pm		Second case assignment due