

**DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS**  
**FLORIDA ATLANTIC UNIVERSITY**  
Term 2 Summer 2014  
Course Syllabus  
**SPA 6322**

***AURAL HABILITATION/REHABILITATION***  
[http://www.coe.fau.edu/csd/SPA\\_6322.htm](http://www.coe.fau.edu/csd/SPA_6322.htm)

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**Office Hours:** By appointment only during Summer Terms and Mondays/Wednesdays 12:50-1:30 pm.

**Class Time:** 9:15a.m.-12:55 p.m. on Mondays and Wednesdays.

**Class Location:** ED 111

**CATALOG DESCRIPTION:**

**Prerequisites:** SPA 4030 and permission of instructor. Examinations of the traditional aural rehabilitation programs that are usually initiated following audiological evaluation and completion of medical care. Management programs such as amplification, counseling, speech reading, auditory training, speech pathology treatment programs, etc., will be presented.

ASHA Learning Standards:

**Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:** hearing, including the impact on speech and language

**Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.**

**RECOMMENDED TEXT:**

Schow, R.L. & Nerbonne, M.A. (2013). Introduction to Audiologic Rehabilitation (6<sup>th</sup> edition). Boston: Allyn and Bacon. ISBN-10: 0132582570 • ISBN-13: 9780132582575

**Website:** This text has supporting materials that can be accessed with your access code (provided with your text). Go to “Jump to” section for a variety of activities and learning resources. Textbook activities are also available at <http://www.isu.edu/csed/audiology/rehab/>

**RELATED TEXTS IN THE MAIN LIBRARY:**

1. Aural rehabilitation of people with disabilities John M.A. Oyiborhoro. , Boston : Elsevier Academic Press, c2005. You can find this book through FAU Libraries ISBN:9780125317856. 9781417577408.

2. Hull, RH (2001). Aural rehabilitation: serving children and adults, 4th ed., San Diego, Ca: Singular Pub. Group, Call Number: RF297.R43 2001

3. Alpiner, Jerome G., & McCarthy, Patricia A. (2000). Rehabilitative Audiology Children and Adults, 3rd Edition. Baltimore: Williams and Wilkins. Call Number RF297.R44 2000

**INTERNET RESOURCES:**

1. <http://www.asha.org/>
2. <http://www.audiology.org/index.htm>
3. <http://www.edaud.org/>
4. <http://www.ata.org/>
5. <http://www.nih.gov/nidcd/>

6. <http://www.ninds.nih.gov/>
7. <http://www.audrehab.org/>
8. <http://www.utdallas.edu/~thib/rehabinfo/tohl.htm> (types of hearing loss)
9. Or, type key words such as aural rehabilitation, deafness, cochlear implants, hearing aids, and hearing therapy in search engines.

#### COURSE OBJECTIVES:

The student will be able to demonstrate:

1. Knowledge of the basic communication process
2. Knowledge of the human auditory mechanism
3. Knowledge of intervention techniques in infants, children, and adults
4. Knowledge of the professional and legal issues
5. Knowledge of the etiology and effects of hearing impairment
6. Knowledge of the psychology of hearing loss
7. Knowledge of various methods of auditory training and means for improving the acoustic environment
8. Knowledge of different types of programs available to hearing impaired students and their management
9. Knowledge of amplification equipment, cochlear implants, and assistive listening devices
10. Knowledge of the rehabilitation techniques for hearing-impaired adults
11. Knowledge of instructional and assessment strategies used when developing speech skills with hearing impaired students
12. For Additional Information and Standards please see attached KASA form.

**CONTENT OUTLINE: (check assignments, presentations, syllabus, articles etc., at FAU Blackboard <http://bb.fau.edu/webapps/login/?action=reload>)**

#### Date

#### Topic/Reading

5/12/14

*Introduction to aural rehabilitation*, Chapter 1 (what is aural re/habilitation? who does/ and who needs aural rehabilitation? etc.). *Disability, impairment, handicap*. Review the hearing related activities on the text's website.

#### RELATED WEBSITES:

<http://www.isu.edu/csed/audiology/rehab/> textbook companion website)  
<http://www.kent.edu/ehhs/spa/museum/index.cfm> (Hearing aid history)  
<http://www.audiology.org/resources/documentlibrary/Pages/AdultRehabilitation.aspx> (questions about Hearing Aids)  
<http://www.asha.org/public/hearing/Adult-Aural-Rehabilitation/> (AR)  
<http://www.utdallas.edu/~thib/rehabinfo/tohl.htm> (for types of hearing loss)  
<http://www.ada.gov/> (ADA homepage)  
<http://www.hearingresearch.org/> (hearing technology research)  
<http://www2.ed.gov/about/offices/list/osers/nidrr/index.html> (office of special education and rehabilitation services)  
<http://idainstitute.com/>

**REQUIRED READING: American Speech Language and Hearing Association (2001). Knowledge and Skills Required for the Practice of Audiologic/Aural Rehabilitation. Rockville, MD**  
<http://www.asha.org/docs/pdf/KS2001-00216.pdf>

**Suggested reading: Guidelines for the Audiologic Management of Adult Hearing Impairment**

<http://www.audiology.org/resources/documentlibrary/Documents/haguidelines.pdf>

5/14/14

*Amplification, hearing aids, assistive listening devices*. Chapter 2 (overview of the amplification systems, hearing aid orientation, family counseling, indication for assistive listening devices).

#### RELATED WEBSITES:

<http://www.kent.edu/ehhs/spa/museum/index.cfm> (Hearing aid history)  
<http://www.audiology.org/resources/documentlibrary/Pages/AdultRehabilitation.aspx> (questions about Hearing Aids)  
<http://www.access-board.gov/research/als/alsreport.htm> (for ALDs)  
<http://www.hearingloop.org/> (induction loop systems)

<http://www.floridahearingloopsystems.com/> (induction loop systems)

5/19/14

*Amplification, Continued. Cochlear Implants*, Chapter 3. **Hearing Aid / Earmold lab. Hearing Aids/Cochlear Implants DVD**

RELATED WEBSITES:

<http://www.cochlear.com/wps/wcm/connect/us/home>

<http://www.medel.com/us/index/index/id/1/title/HOME>

<http://www.advancedbionics.com/us/en/home.html>

[http://www.cochlear.com/files/assets/acce\\_assistive\\_listen\\_dev.pdf](http://www.cochlear.com/files/assets/acce_assistive_listen_dev.pdf) (ALDs for CI)

<http://otolaryngology.med.miami.edu/ear-institute/cochlear-implant-center>

05/21/14

*Auditory and Visual Stimuli in communication*. Chapters 4-5. (Speech reading, auditory training, enhancement and evaluation of the skills). Additional readings will be provided. *Guest lecturer (HL)*.

RELATED WEBSITES:

[http://www.zak.co.il/deaf-info/old/cued\\_speech.html](http://www.zak.co.il/deaf-info/old/cued_speech.html) (cued speech, FAQ)

[http://www.healthyhearing.com/healthyhearing/newroot/articles/arc\\_disp.asp?id=68&catid=1064](http://www.healthyhearing.com/healthyhearing/newroot/articles/arc_disp.asp?id=68&catid=1064) (cued speech)

[http://www.tigerspeech.com/angelsound/angelsound\\_about.html](http://www.tigerspeech.com/angelsound/angelsound_about.html) (auditory training software)

<http://www.neurotone.com/> (Listening and Communication Enhancement)

05/26/14

No Class/Memorial Day

05/28/14

**Midterm Exam.** *Language and Speech Characteristics*. Chapter 6. Psychological aspects and *Counseling*, Chapter 7. Review of the counseling skills, explanation of the hearing impairment to patients and parents.

RELATED WEBSITES:

<http://www.nidcd.nih.gov/Pages/default.aspx>

<http://www.nidcd.nih.gov/health/voice/Pages/Default.aspx>

06/2/14

*Classroom Acoustics and Audiologic Rehabilitation at School*,

Chapter 8. Educational aspects of the hearing impaired children. Auditory Processing Disorders (Guest Speaker)

RELATED WEBSITES:

<http://www.edaud.org/> (Educational Audiology)

<http://www.utdallas.edu/~thib/teachhl/index.htm> (classroom amplification)

*Pediatric aural habilitation/rehabilitation*, chapter 9 (study of the pediatric population, their needs and therapeutic techniques). Case presentations, Chapter 11.

RELATED WEBSITES:

[http://search.asha.org/default.aspx?q=children aural rehabilitation](http://search.asha.org/default.aspx?q=children%20aural%20rehabilitation) (copy and paste)

<http://listeningandspokenlanguage.org/>

<http://www.utdallas.edu/~thib/> (AR programs)

06/4/14

Introduction to *Adult aural rehabilitation*, Chapters 10 (assessment of the need for aural rehabilitation, candidacy for amplification, case presentations, etc.). *Self assessment tools* (review of a variety of assessment tools and questionnaires for various aspects of hearing pathologies such as hearing loss and tinnitus). *Tinnitus and Hyperacusis*.

RELATED WEBSITES:

<http://www.shhh.org/> Hearing Loss Association of America

<http://www.aamhl.org/joomla15/> (notes and experiences of a hearing impaired professional).

Tinnitus websites:

<http://www.coe.fau.edu/academicdepartments/csd/clinic/Tinnitus.aspx>

<http://www.ata.org>

<http://www.uihealthcare.org/Tinnitus/> (Tinnitus clinic Dr Tyler)

<http://www.tinnitus-pjj.com/> (tinnitus and hyperacusis, TRT)

Adult Aural Rehabilitation; Continued. *Geriatric aural rehabilitation* and case presentations. Chapters 11 & 12. (geriatric population, nursing homes, auditory training, case presentations), Vestibular Rehabilitation.

- 06/9/14 Student presentations (x8).
- 06/11/14 Student presentations (x8).
- 06/16/14 Student presentations (x8). **Case Presentation SOAP due date.**
- 06/18/14 **Final Exam.**

**STUDENTS IN THIS COURSE ARE REQUIRED BY THE COLLEGE OF EDUCATION TO HAVE AN ACTIVE LIVETEXT ACCOUNT TO TRACK MASTERY OF PROGRAMS SKILLS, COMPETENCIES AND CRITICAL ASSIGNMENTS AND TO MEET PROGRAM AND COLLEGE ACCREDITATION REQUIREMENTS. STUDENTS MUST HAVE AN ACCOUNT WITHIN: THE FIRST FOUR (4) WEEKS OF THE FALL OR SPRING SEMESTER, WITHIN THE FIRST THREE (3) WEEKS OF SUMMER SESSION, OR AFTER THE FIRST CLASS OF A FAST TRACK COURSE. STUDENTS WHO DO NOT HAVE AN ACTIVE LIVETEXT ACCOUNT MAY HAVE AN ACADEMIC HOLD PLACED ON THEIR RECORD. INFORMATION REGARDING ACCOUNT ACTIVATION IS PROVIDED ON THE COLLEGE OF EDUCATION WEBSITE, [HTTP://COE.FAU.EDU/LIVETEXT](http://COE.FAU.EDU/LIVETEXT).**

**GRADING POLICY:**

Mid-term	40%
Final	35%
Case Presentation	5%
Student Presentation	15%
Class Participation	5%

**GRADING SCALE:**

A	=	93-100	C+	=	77-79.99
A-	=	90-92.99	C	=	73-76.99
B+	=	87-89.99	C-	=	70-72.99
B	=	83-86.99	D+	=	67-69.99
B-	=	80-82.99	D	=	63-66.99
			F	<	63%

**ATTENDANCE POLICY:** According to University policies “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances. .

**STUDENTS WITH DISABILITIES:** In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

**HONOR CODE:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

**CELLPHONE POLICY:** Off or silent mode!

**ELECTRONIC ETIQUETTE:** We are living in an electronic era. Use of technology in my classes is acceptable as long as there is no abuse or misuse. You can use your laptop in my class for note taking or surfing the web for course material.

**TEXT MESSAGING AND E-MAIL CHECK:** Not acceptable!!! However, multi tasking is possible for the young mind. If you choose to text during the class the professor has the right to ask questions from you about the lecture. If you fail to provide him with correct/ appropriate answer you will lose the privilege to use texting for the rest of the semester.

#### **FAU MISSION STATEMENT:**

Florida Atlantic University is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery, and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

#### **ASSIGNMENTS:**

Students are expected to study the textbook. Additional materials will be provided. There will be two assignments. First, students will be responsible for one case presentation (presented in SOAP format). This will be for 5% of your final grade and it is due on 06/16/14. The SOAP should include an audiogram of the case and descriptive history, results and impressions and recommendations. Second Assignment, each student will be responsible to present (15-20 minutes) (using power point presentation format) on one of the assigned articles. Student presentations start from 06/9/14. Students are required to provide handouts (or electronic copies via e-mail) for class members. Students need to make arrangement with the instructor regarding their presentation. Class presentations will count for 15% of your final grade. One question will be designed from each presentation by the instructor and the presenter. Some of these questions will appear in your final test. An electronic copy of your presentation must be e-mailed to the professor prior to your presentation. Additionally, five percent of your grade will be your class participation. Students are encouraged to interact in class discussions. One point per presentation will be deducted from the final grade of those who do not attend “student presentation sessions” with no legitimate reason. Please refer to the list of articles in PDF format on the class’ blackboard pages. Again, five percent of your final grade is your classroom participation and interaction. Students are encouraged to ask questions and express their opinion and provide feedback.

#### **REFERENCES:**

1. SADLIER, M., STEPHENS, S. & KENNEDY, Y (2007) **Tinnitus rehabilitation: a mindfulness meditation cognitive behavioural therapy approach** The Journal of Laryngology & Otology
2. Jerger S, Damian MF, Tye-Murray N, Dougherty M, Mehta J, Spence M. **Effects of childhood hearing loss on organization of semantic memory: typicality and relatedness.** Ear Hear. 2006 Dec;27(6):686-702.
3. Dettman SJ, Pinder D, Briggs RJ, Dowell RC, Leigh JR. **Communication Development in Children Who Receive the Cochlear Implant Younger than 12 Months: Risks versus Benefits.** Ear Hear. 2007 Apr;28(2 Suppl):11S-18S.
4. Silverman CA, Silman S, Emmer MB, Schoepflin JR, Lutolf JJ. **Auditory deprivation in adults with asymmetric, sensorineural hearing impairment.** J Am Acad Audiol. 2006 Nov-Dec;17(10):747-62.
5. Cox RM, Alexander GC, Gray GA. **Personality, hearing problems, and amplification characteristics: contributions to self-report hearing aid outcomes.** Ear Hear. 2007 Apr;28(2):141-62.
6. van Cruijnsen N, Jaspers JP, van de Wiel HB, Wit HP, Albers FW. **Psychological assessment of patients with Meniere's disease.** Int J Audiol. 2006 Sep;45(9):496-502.
7. Nondahl DM, Cruickshanks KJ, Dalton DS, Klein BE, Klein R, Schubert CR, Tweed TS, Wiley TL. **The impact of tinnitus on quality of life in older adults.** J Am Acad Audiol. 2007 Mar;18(3):257-66.
8. Keller WD, Tillery KL, McFadden SL. **Auditory processing disorder in children diagnosed with nonverbal learning disability.** Am J Audiol. 2006 Dec;15(2):108-13.
9. Hallam R, Ashton P, Sherbourne K, Gailey L. **Acquired profound hearing loss: mental health and other characteristics of a large sample.** Int J Audiol. 2006 Dec;45(12):715-23.
10. Laplante-Levesque A, Pichora-Fuller MK, Gagne JP. **Providing an internet-based audiological counselling programme to new hearing aid users: a qualitative study.** Int J Audiol. 2006 Dec;45(12):697-706.
11. Chisolm TH, Johnson CE, Danhauer JL, Portz LJ, Abrams HB, Lesner S, McCarthy PA, Newman CW. **A systematic review of health-related quality of life and hearing aids: final report of the American Academy of Audiology Task Force On the Health-Related Quality of Life Benefits of Amplification in Adults.** J Am Acad Audiol. 2007 Feb;18(2):151-83.
12. Jerger S, Damian MF, Tye-Murray N, Dougherty M, Mehta J, Spence M. **Effects of childhood hearing loss on organization of semantic memory: typicality and relatedness.** Ear Hear. 2006 Dec;27(6):686-702.
13. Dettman SJ, Pinder D, Briggs RJ, Dowell RC, Leigh JR. **Communication Development in Children Who Receive the Cochlear Implant Younger than 12 Months: Risks versus Benefits.** Ear Hear. 2007 Apr;28(2 Suppl):11S-18S.
14. Silverman CA, Silman S, Emmer MB, Schoepflin JR, Lutolf JJ. **Auditory deprivation in adults with asymmetric, sensorineural hearing impairment.** J Am Acad Audiol. 2006 Nov-Dec;17(10):747-62.

15. Cox RM, Alexander GC, Gray GA. **Personality, hearing problems, and amplification characteristics: contributions to self-report hearing aid outcomes.** *Ear Hear.* 2007 Apr;28(2):141-62.
16. van Cruijsen N, Jaspers JP, van de Wiel HB, Wit HP, Albers FW. **Psychological assessment of patients with Meniere's disease.** *Int J Audiol.* 2006 Sep;45(9):496-502.
17. Nondahl DM, Cruickshanks KJ, Dalton DS, Klein BE, Klein R, Schubert CR, Tweed TS, Wiley TL. **The impact of tinnitus on quality of life in older adults.** *J Am Acad Audiol.* 2007 Mar;18(3):257-66.
18. Keller WD, Tillery KL, McFadden SL. **Auditory processing disorder in children diagnosed with nonverbal learning disability.** *Am J Audiol.* 2006 Dec;15(2):108-13.
19. Hallam R, Ashton P, Sherbourne K, Gailey L. **Acquired profound hearing loss: mental health and other characteristics of a large sample.** *Int J Audiol.* 2006 Dec;45(12):715-23.
20. Laplante-Levesque A, Pichora-Fuller MK, Gagne JP. **Providing an internet-based audiological counselling programme to new hearing aid users: a qualitative study.** *Int J Audiol.* 2006 Dec;45(12):697-706. .
21. Chisolm TH, Johnson CE, Danhauer JL, Portz LJ, Abrams HB, Lesner S, McCarthy PA, Newman CW. **A systematic review of health-related quality of life and hearing aids: final report of the American Academy of Audiology Task Force On the Health-Related Quality of Life Benefits of Amplification in Adults.** *J Am Acad Audiol.* 2007 Feb;18(2):151-83.
22. Saunders GH, Cienkowski KM, Forsline A, Fausti S. **Normative data for the Attitudes Towards Loss of Hearing Questionnaire.** *J Am Acad Audiol.* 2005 Oct;16(9):637-52.
23. Sweetow RW, Rosbe KW, Philliposian C, Miller MT. **Considerations for cochlear implantation of children with sudden, fluctuating hearing loss.** *J Am Acad Audiol.* 2005 Nov-Dec;16(10):770-80.
24. Palmer CV. **Quantifying and responding to patient needs and expectations.** *J Am Acad Audiol.* 2005 Nov-Dec;16(10):789-808.
25. Musiek FE, Bellis TJ, Chermak GD. **Nonmodularity of the central auditory nervous system: implications for (central) auditory processing disorder.** *Am J Audiol.* 2005 Dec;14(2):128-38.
26. Higgins, Maureen B., McCleary, Elizabeth A., Ide-Helvie, Dana L., Carney, Arlene Earley. **Speech and Voice Physiology of Children Who Are Hard of Hearing.** *Ear & Hearing.* 26(6):546-558, December 2005.
27. Valente M, Mispagel K, Valente LM, Hullar T. **Problems and solutions for fitting amplification to patients with Meniere's disease.** *J Am Acad Audiol.* 2006 Jan;17(1):6-15.
28. Henry JA, Schechter MA, Zaugg TL, Griest S, Jastreboff PJ, Vernont JA, Kaelin C, Meikle MB, Lyons KS, Stewart BJ. **Outcomes of clinical trial: tinnitus masking versus tinnitus retraining therapy.** *J Am Acad Audiol.* 2006 Feb;17(2):104-32.
29. Tremblay KL, Billings CJ, Friesen LM, Souza PE. **Neural representation of amplified speech sounds.** *Ear Hear.* 2006 Apr;27(2):93-103.
30. Walden TC, Walden BE. **Unilateral versus bilateral amplification for adults with impaired hearing.** *J Am Acad Audiol.* 2005 Sep;16(8):574-84.

## KNOWLEDGE AND SKILLS ACQUISITION

**COURSE NUMBER & TITLE:** SPA 6322 – Aural Habilitation/Rehabilitation

[http://www.coe.fau.edu/csd/SPA\\_6322.htm](http://www.coe.fau.edu/csd/SPA_6322.htm)

**INSTRUCTOR:** DANESH

Learner Outcomes	Assessment Method	Standard:								IV			
		A	B	III			D	E	F	G	H	B <sup>1</sup>	B <sup>2</sup>
		Principles-biological/physical sciences, mathematics, social/ behavioral sciences.	Principles-basic human communication/swallowing processes: bio, neuro, acoustic, psych, devel, ling/cult	Nature of sp/lang/hrng/commun dis/diff & swallowing dis: etiology, characteristics, anat/phys, acoustic, psych, devel, ling/cult correlates	Principles/methods-prevention, assessment, intervention-communication/swallowing dis	Standards of ethical conduct	Processes-research, integration of research, evidence-based prac	Contemporary professional issues	Professional credentials: cert, specialty recog, licensure	Oral communication	Written communication		
<b>1.</b> The student will understand fundamental concepts of aural re/habilitaion	exams, oral presentation, written assignments, in-class discussion	X	X	X	X		X						
<b>2.</b> The student will demonstrate the ability in interpretation of audiometric test results. The student will be able to identify major types of hearing loss.	exams, oral presentation, written assignments, in-class discussion	X	X	X					X				
<b>3.</b> The student will be able to identify common types of amplification devices. Student will be able to troubleshoot simple problems with the hearing aids.	exams, oral presentation written assignments, in-class discussion	X	X	X	X	X	X	X					
<b>4.</b> The student will be able to understand the function of cochlear implants and identify potential candidates.	exams, oral presentation, written assignments, in-class discussion	X	X	X	X		X		X				
<b>5.</b> The student will exhibit knowledge of different types of aural rehabilitation and auditory training techniques.	exams, written assignments, in-class discussion	X	X	X	X		X		X				



		Standard:	III							IV	
		A	B	C	D	E	F	G	H	B <sup>1</sup>	B <sup>2</sup>
Learner Outcomes	Assessment Method	Principles-biological/physical sciences, mathematics, social/ behavioral sciences.	Principles-basic human communication/swallowing processes: bio, neuro, acoustic, psych, devel, ling/cult	Nature of sp/lang/hrng/commun dis/diff & swallowing dis: etiology, characteristics, anat/phys, acoustic, psych, devel, ling/cult correlates	Principles/methods-prevention, assessment, intervention-communication/swallowing dis	Standards of ethical conduct	Process-research, integration of research, evidence-based prac	Contemporary professional issues	Professional credentials: cert, specialty recog, licensure	Oral communication	Written communication
<b>6.</b> The student will be able to identify different types of speech and language disorders associated with hearing loss.	exams, oral presentation, written assignments, in-class discussion	X	X	X	X		X				
<b>7.</b> The student will be able to identify methods and procedures in the rehabilitation process of pediatric, adult, and geriatric populations.	exams, oral presentation, written assignments, in-class discussion	X	X	X	X		X				
<b>8.</b> The student will demonstrate knowledge of special auditory abnormalities such as auditory processing disorders, tinnitus, and hyperacusis. The student will be familiar with vestibular disorders and vestibular rehabilitation.	exams, oral presentation, written assignments, in-class discussion	X	X	X	X		X				
<b>9.</b> Each student is required to read a research article and present a power point presentation to the class.	Grading rubric content(75%), spelling(15%) references (10%)										X
<b>10.</b> Each student is required to write a SOAP note for a case with hearing loss.	Grading rubric content(75%), spelling(15%) references (10%)										X

### CSD Critical Assignment Policy

If a student fails to either “Meet” or “Exceed” expectations on all critical assignments assigned to this course, or remediate within the course schedule, it is the policy of the Department of Communication Sciences and Disorders that the student will earn a grade of “F” for the course and must repeat the course.



**SPA 6322- Aural Habilitation/Rehabilitation  
CRITICAL ASSIGNMENT RUBRIC**

**STANDARD:** Acquire and demonstrate knowledge

**INDICATOR:** Student demonstrates the acquisition of knowledge related to management and rehabilitation of Hearing disorders.

**ASSIGNMENT:** *Student demonstrates the acquisition of knowledge related to hearing evaluation techniques (e.g., pure tone audiometry, speech audiometry, and tympanometry). Student reads audiologic data and develops a SOAP report for a client with hearing loss.*

STANDARD	SELECTED INDICATOR	ASSESSMENT	RUBRIC		
			E Exceeds Expectations	M Meets Expectations	D Does not meet Expectations
3.1 Acquire and demonstrate knowledge	Student demonstrates acquisition of knowledge related to hearing evaluation methods	Student will be able to read and interpret audiologic results	<p>Student completely analyzes audiologic data such as interpretation of:</p> <ul style="list-style-type: none"> <li>-pure tone audiometry,</li> <li>-speech audiometry,</li> <li>-tympanometry</li> </ul> <p>Student Completely differentiates between the major types of hearing loss:</p> <ul style="list-style-type: none"> <li>-SNHL</li> <li>-CHL</li> <li>-MHL</li> </ul>	<p>Student adequately analyzes audiologic data such as interpretation of:</p> <ul style="list-style-type: none"> <li>-pure tone audiometry,</li> <li>-speech audiometry,</li> <li>-tympanometry</li> </ul> <p>Student adequately differentiates between the major types of hearing loss:</p> <ul style="list-style-type: none"> <li>-SNHL</li> <li>-CHL</li> <li>-MHL</li> </ul>	<p>Student does not demonstrate ability to analyze audiologic data such as interpretation of:</p> <ul style="list-style-type: none"> <li>-pure tone audiometry,</li> <li>-speech audiometry,</li> <li>-tympanometry</li> </ul> <p>Student does not differentiate between the major types of hearing loss:</p> <ul style="list-style-type: none"> <li>-SNHL</li> <li>-CHL</li> <li>-MHL</li> </ul>

**Remediation Plan:** Student will be required to review the audiologic interpretation and analysis with the instructor or a clinical supervisor. Student will demonstrate ability of audiologic interpretation by Meeting Expectations by providing a SOAP report and through answering questions in midterm and final tests.

**SPA 6322- Aural Habilitation/Rehabilitation  
CRITICAL ASSIGNMENT RUBRIC**

**STANDARD:** Acquire and demonstrate skills

**INDICATOR:** Oral Communication

**ASSIGNMENT:** *Read, summarize, and make a powerpoint presentation of a recent article from a peer-reviewed journal. Provide a 15-20 minutes oral presentation to the class.*

STANDARD	SELECTED INDICATOR	ASSESSMENT	RUBRIC		
			E Exceeds Expectations	M Meets Expectations	D Does not meet Expectations
3.1 Acquire and demonstrate skills	Student demonstrates acquisition of skills related to Oral Communication	Student will be able to summarize an article and present it in a PPT format	<p>Student completely analyzes segments of the article. Student provides: -rationale of the study/paper - states hypothesis -describes methods and results -interprets findings</p> <p>Student completely communicates the article and its findings with the audience.</p>	<p>Student adequately analyzes segments of the article. Student provides: -rationale of the study/paper - states hypothesis -describes methods and results -interprets findings</p> <p>Student adequately communicates the article and its findings with the audience.</p>	<p>Student does not demonstrate ability in analysis of the article. Student does not provide the rationale of the study and does not demonstrate skills in presenting the article to the audience.</p>

**SPA 6322- Aural Habilitation/Rehabilitation  
CRITICAL ASSIGNMENT RUBRIC**

**STANDARD:** Acquire and demonstrate skills

**INDICATOR:** Written Communication

**ASSIGNMENT:** *Develop a case presentation with audiogram and other audiologic data in a SOAP format. Report should include both diagnosis and management.*

STANDARD	SELECTED INDICATOR	ASSESSMENT	RUBRIC		
			E Exceeds Expectations	M Meets Expectations	D Does not meet Expectations
3.1 Acquire and demonstrate knowledge	Student demonstrates acquisition of knowledge related to written communication	Student will be able to prepare a case presentation of a person with hearing loss which includes diagnostic and management data	<p>Student completely demonstrates skills in providing written data on:</p> <ul style="list-style-type: none"> <li>-case history</li> <li>-providing audiologic data</li> <li>-interpretation of audiologic data</li> <li>-management planning</li> <li>-providing recommendations</li> </ul> <p>Student completely demonstrates ability in providing written data that encompasses both diagnostic and management information.</p>	<p>Student adequately demonstrates skills in providing written data on:</p> <ul style="list-style-type: none"> <li>-case history</li> <li>-providing audiologic data</li> <li>-interpretation of audiologic data</li> <li>-management planning</li> <li>-providing recommendations</li> </ul> <p>Student adequately demonstrates ability in providing written data that encompasses both diagnostic and management information.</p>	<p>Student does not demonstrate ability in analysis and interpretation of diagnostic data. Student does not demonstrate skills in providing management and intervention.</p>

## **Interactivities Activities from your TEXT**

<http://www.isu.edu/csed/audiology/rehab/InteractiveActivities.shtml>

[Hearing Loss Experience](#) - This activity directs the learner on how to properly insert an instructor-supplied earplug through a brief slide show. It then instructs them to use it for at least four hours of their day and provides an outline for writing a summary of their experience.

[Hearing Aid Experience](#) - This activity directs the learner on the correct way to place an instructor-supplied hearing aid in their ear. This is done through a brief slide show. Another slide show directs the learner on how to create a simple temporary mold using common clinical materials. Finally, there is an outline to assist the learner in writing a summary of their experience.

[Hearing Loss Simulations](#) - Three digital audio samples, filtered to simulate normal hearing, a high frequency hearing loss, and a low frequency hearing loss are presented in this activity. Audiograms representing each hearing pattern are also displayed.

[Hearing loss Profile](#) – This activity allows the learner to input a hearing loss and see what type of communication difficulties that type of hearing loss would exhibit.

[Hearing Loss Classification](#) – To help understand the process of categorizing hearing loss in terms of type, degree, and configuration, this activity provides the learner with sample audiograms and asks them to categorize the loss in all three ways. The activity also helps the learner predict what the SRT should be and relate probably word recognition scores to the type of hearing loss represented by the audiogram.

[dB Reference Levels](#) – This activity allows the learner to explore the relationship between dB SPL, dB HL, and dB SL.

[Linguistic Constraints](#) -To demonstrate the concept of linguistic constraint, this activity shows a sentence with four words. Learners begin by guessing what one of the words might be. When a correct word is found, it is displayed. From this, the learner can begin to figure out the other words. The number of tries each word requires is displayed under the word. Common results show many guesses for the first word, less for the next and very few for the last two. A second, and much harder activity has double the number of words.

[Cloze Procedure](#) - To demonstrate a listener's ability to "fill in" missing information, two different activities are presented. One activity is a visual-only task displaying a paragraph of information with some words removed. Learners are to figure out the missing information and then check to see if they have the correct words. The second activity is similar except brings in the auditory component. The learner will hear a paragraph with some words removed. They can then fill in the missing words and check to see if they have the correct information.

[Tracking Activity](#) - Tracking is a way of measuring how many words are recognized over a given time frame. This activity requires two people, one to read the material and one to repeat the material back. The activity computes the tracking score in terms of words per minute.

[Articulation vs Filtered Speech](#) - This activity allows you to hear what speech might sound like when different speech acoustic information has been filtered out. It will demonstrate the relationship of power vs clarity.