COMD 7410 NOISE AND HEARING CONSERVATION

Meets: Tuesday 5:30-7:10PM Location: TBD Credits: 2

Instructor
Johnny Foster, Au.D., CCC-A Phone: 435-313-5013
E-mail: johnboyfos@gmail.com Dept. Web: http://comd.usu.edu/

Office hours: By appointment prior to or following class on Tuesdays. I am also available through e-mail and will strive to respond to you the same day, Monday through Friday

Learning Objectives
Upon completion of this course you should be able to:
1. Explain the auditory and non-auditory effects of noise.
2. Describe the characteristics of noise-induced hearing loss.
3. Demonstrate an understanding and application of the rules and regulations that govern hearing conservation.
4. Perform an exposure assessment to include noise measurement.
5. Describe the various methods of noise exposure reduction.
6. Explain the application of the various types of hearing protection.
7. Demonstrate an understanding of the education and training requirements of hearing conservation programs.
8. Describe the requirements of the hearing monitoring aspects of hearing conservation.
9. Demonstrate an understanding of the techniques used in program evaluation.

Required Text Book/Readings

Instructor Policies
- Turn assignments in on time. Late assignments must be approved in advance; eligible for a maximum of 50% credit.
- Complete readings and reading logs PRIOR to class.
- Ask questions if you need clarification or are confused.
- Engage in the class through discussions, assignments and learn from each other.

KASA Competencies
The following knowledge and skills assessment (KASA) standards and objectives must be met in COMD 7450 as part of the competencies required for certification as an audiologist. You must earn a grade of at least 80% for each objective associated with the sign-off standard. Performance will be determined on the primary indicators listed, with any subsequent remediation through later assignments, tests, or designed tasks. If you fail to meet an objective by the end of the course, you must meet with the instructor or the graduate advisor to determine a later remediation, which may occur in another course, in clinic, or as an additional activity. Achievement of KASA standards are documented in CALIPSO. Following successful completion of this course, students will have demonstrated content knowledge and skill competency in the following areas:

<table>
<thead>
<tr>
<th>Foundations of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning.</td>
</tr>
<tr>
<td>A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems.</td>
</tr>
<tr>
<td>A19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates).</td>
</tr>
<tr>
<td>A23. Principles, methods, and applications of acoustics (e.g., basic parameters of sound, principles of acoustics as related to speech sounds, sound/noise measurement and analysis, and calibration of audiometric equipment), as applicable to: a. occupational and industrial environments; b. community noise; c. classroom and other educational environments; d. workplace environments.</td>
</tr>
<tr>
<td>A24. The use of instrumentation according to manufacturer's</td>
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</tbody>
</table>
specifications and recommendations. A25. Determining whether instrumentation is in calibration according to accepted standards.

**Prevention and Identification**

B1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems. B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs. B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures.

**Assessment**


**Advocacy/Consultation**

E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders.

**Education/Research/Administration**

F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services. F4. Administering clinical programs and providing supervision of professionals as well as support personnel. F5. Identifying internal programmatic needs and developing new programs. F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies.

**COURSE REQUIREMENTS**

**Evaluation/Grading/Assignments**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DESCRIPTION</th>
<th>KASA</th>
<th>Points</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Articles</td>
<td>Weekly discussion logs</td>
<td>A7, 19, 23, 24, 25</td>
<td>80</td>
<td>12%</td>
</tr>
<tr>
<td>Noise Survey</td>
<td>Group Project</td>
<td>A23, 24; B1, 2, 3</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation</td>
<td>Elementary School Presentations</td>
<td>A23, B2, 3</td>
<td>50</td>
<td>8%</td>
</tr>
<tr>
<td>Quizzes (5)</td>
<td>Chapter review</td>
<td>A7, 8, 19, 23, 24, 25, B1, 2, 3; C2, 3, 4, 10, 11; E2; F1, 4, 5, 6</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Exams (2)</td>
<td>Mid-Term/ Final</td>
<td>A7, A23, B2</td>
<td>200</td>
<td>40%</td>
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<tr>
<td><strong>Total Points:</strong></td>
<td></td>
<td><strong>510</strong></td>
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**Grading Scale**

A- = 90-92        B- = 80-82        C- = 70-72
A  = 93-100       B+ = 87-89        C+ = 77-79
A+ = 90-92        B = 83-86        C = 73-76

D  = 60-69
F  = <60%
CALENDAR

*NOTE: This schedule is an approximation and is flexible. The sequence of topics should remain the same.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>PRIOR to Class</th>
<th>In Class</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Readings - Text Book Chapters 1,2,3</td>
<td>Course overview: Opportunities for practice and feedback Assignments; practicum; reflection; discussion</td>
</tr>
<tr>
<td>2</td>
<td>Readings - Text Book Chapters 4 and 5 Reading Log: Article</td>
<td>Discussion Quiz #1</td>
</tr>
<tr>
<td>3</td>
<td>Readings - Text Book Chapters 6,7,8 Reading Log: Article</td>
<td>Discussion Quiz #2</td>
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<tr>
<td>4</td>
<td>Readings - Text Book Chapters 9,10,11,12 Reading Log: Article</td>
<td>Discussion Quiz #3</td>
</tr>
<tr>
<td>5</td>
<td>Reading Log: Article</td>
<td>No Class</td>
</tr>
<tr>
<td>6</td>
<td>Reading Log: Article</td>
<td>Exam #1</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>No Class- Monday Schedule</td>
</tr>
<tr>
<td>8</td>
<td>Reading Log: Article</td>
<td>Hill AFB Visit</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>No Class- Spring Break</td>
</tr>
<tr>
<td>10</td>
<td>Noise Survey</td>
<td>No Class-</td>
</tr>
<tr>
<td>11</td>
<td>Readings - Text Book Chapters 13 and 14 Reading Log: Article</td>
<td>Discussion Quiz #4</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Guest Lecture</td>
</tr>
<tr>
<td>13</td>
<td>Elementary Presentations</td>
<td>No Class</td>
</tr>
<tr>
<td>14</td>
<td>Readings - Text Book Chapters 9,10,11,12 Reading Log: Article</td>
<td>Discussion Quiz #5</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Review Class Presentations</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
UNIVERSITY POLICIES & PROCEDURES

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.

- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also
includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

**Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

**Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

**Students with Disabilities**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: [http://www.usu.edu/drc/](http://www.usu.edu/drc/)

Disability related resources for current students:

- DRC Student Handbook
- Deaf and Hard of Hearing Student Handbook
- Disability Related Scholarships
- Campus Resources
- Documentation Guidelines
- Online Resources for Students with Disabilities

**Diversity Statement**

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: [http://www.usu.edu/studentservices/](http://www.usu.edu/studentservices/), 435.797.1712, studentservices@usu.edu, TSC 220
• Student Advocates: [http://www.usu.edu/ususa/legal/](http://www.usu.edu/ususa/legal/) (Links to an external site.), 435.797.2912, TSC 340,
• Access and Diversity: [http://www.usu.edu/accesscenter/](http://www.usu.edu/accesscenter/) (Links to an external site.), 435.797.1728, mailto:access@usu.edu; TSC 315
• Multicultural Programs: [http://www.usu.edu/accesscenter/multiculture/](http://www.usu.edu/accesscenter/multiculture/) (Links to an external site.), 435-797-1728, TSC 315
• LGBTQA Programs: [http://www.usu.edu/accesscenter/lgbtqa/](http://www.usu.edu/accesscenter/lgbtqa/) (Links to an external site.), 435-797-GAYS, TSC 314
• Provost's Office Diversity Resources: [http://www.usu.edu/provost/faculty/diversity/](http://www.usu.edu/provost/faculty/diversity/) (Links to an external site.), (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University: [http://www.usu.edu/studentservices/studentcode/](http://www.usu.edu/studentservices/studentcode/) (Links to an external site.).

**Grievance Process**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances](http://www.usu.edu/studentcode/) (Links to an external site.).

**Full details for USU Academic Policies and Procedures can be found at:**

- [Student Conduct](http://www.usu.edu/studentcode/) (Links to an external site.)
- [Student Code](http://www.usu.edu/studentcode/) (Links to an external site.)
- [Academic Integrity](http://www.usu.edu/studentcode/) (Links to an external site.)
- [USU Selected Academic Policies and Procedures](http://www.usu.edu/studentcode/) (Links to an external site.)
- [USU Academic Policies and Procedures](http://www.usu.edu/studentcode/) (Links to an external site.)
- [Academic Freedom and Professional Responsibility Policy](http://www.usu.edu/studentcode/) (Links to an external site.)

**Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.