COMD 7420 Amplification II

Meets  Tuesday 9:00-11:30

Catalogue Description
Applications of advanced hearing aid circuitry. Hearing aid troubleshooting, modifications, and repairs are addressed. Pediatric amplification is also covered.

Learning Objectives
Upon completion of this course you should be able to:

1. Describe similarities and differences between hearing aids from different manufacturers – Gaining factual knowledge (IDEA course evaluation) - Larsen

2. Identify and describe amplification selection, verification, orientation, and validation considerations for the pediatric population – Learning to apply course materials (IDEA course evaluation) - Preston

3. Critically analyze and provide rationales for service delivery decisions (e.g., device features, test procedures, reporting, case management) – Developing specific competencies and points of view needed by professionals (IDEA course evaluation) - Larsen

Required Text Book/Readings

KASA Competencies / Relevant Licensing or Credentialing competencies
American Speech-Language-Hearing Association competencies addressed in this course:

<table>
<thead>
<tr>
<th>KASA STANDARD</th>
<th>ASSESSMENT MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services</td>
<td>Pediatric Assignment 1</td>
</tr>
<tr>
<td>A15. Assistive technology</td>
<td>Pediatric Lab 1 &amp; 3</td>
</tr>
<tr>
<td>A22. Oral and written forms of communication</td>
<td>Final Exam</td>
</tr>
<tr>
<td>A24. The use of instrumentation according to manufacturer’s specifications and recommendations</td>
<td>Assignments 1-5</td>
</tr>
<tr>
<td></td>
<td>Quizzes 1-5</td>
</tr>
<tr>
<td></td>
<td>Exam 1 and 2</td>
</tr>
<tr>
<td>C11. Referring to other professions, agencies, and/or consumer organizations</td>
<td>Pediatric Lecture – Assessment &amp; Selection</td>
</tr>
<tr>
<td>D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive</td>
<td>Pediatric Lecture – Verification</td>
</tr>
<tr>
<td>D2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following:</td>
<td>Pediatric Lecture – Orientation &amp; Counseling</td>
</tr>
<tr>
<td>a. Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating the consumer and family/caregivers in the use of and adjustment to such technology</td>
<td>Pediatric Lab 1, 2 &amp; 3</td>
</tr>
<tr>
<td>b. Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use</td>
<td>Final Exam</td>
</tr>
<tr>
<td>c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence</td>
<td>Assignments 1-6</td>
</tr>
<tr>
<td>d. Provision of comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems</td>
<td>Exams 1 and 2</td>
</tr>
<tr>
<td>D7. Evaluation of the efficacy of intervention (treatment) services</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>Great Debate assignment Lecture</td>
</tr>
<tr>
<td>F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services</td>
<td>Pediatric Lecture – Validation</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
</tr>
<tr>
<td></td>
<td>Assignments 1-6</td>
</tr>
</tbody>
</table>
Knowledge and Skills Assessment (KASA)

The following knowledge and skills assessment (KASA) standards and objectives must be met in COMD 7420 as part of the competencies required for certification as 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.

COURSE REQUIREMENTS

Evaluation/Grading/Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points / % of Grade</th>
<th>Assignment</th>
<th>Points / % of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>50 / 4%</td>
<td>Assignments (6)</td>
<td>60 each-360 / 30%</td>
</tr>
<tr>
<td>Exam</td>
<td>200 / 17%</td>
<td>Quizzes (6)</td>
<td>40 each - 240 / 20%</td>
</tr>
<tr>
<td>Reading Logs</td>
<td>100 / 8%</td>
<td>Exams (2)</td>
<td>100 each - 200 / 17%</td>
</tr>
<tr>
<td>Labs</td>
<td>50 / 4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total points in course is 1200</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>800 for Larsen and 400 for Preston</td>
<td></td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

CALENDAR

Week 1: Amplitude compression review and advanced techniques
Week 2: Bandwidth and frequency compression
Week 3: Noise reduction strategies in hearing aids
Week 4: Bluetooth and wireless connectivity
Week 5: Exam 1
Week 6: Fitting to targets and troubleshooting hearing aids
Week 7: Manufacturer presentation
Week 8: Manufacturer presentation
Week 9: Manufacturer presentation
Week 10: Manufacturer presentation
Week 11: Exam 2
Week 12: Assessment and selection
Week 13: Verification
Week 14: Orientation and counseling
Week 15: Validation and monitoring
Week 16: Final Exam

POLICIES

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. The Honor Pledge: 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:
  o Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  o Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  o Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  o 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) in Room 101 of the University Inn, (435)797-2444. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance 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/

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

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.

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

- Student Conduct
- Student Code
- Academic Integrity
- USU Selected Academic Policies and Procedures
- USU Academic Policies and Procedures
- Academic Freedom and Professional Responsibility Policy

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.