

SYLLABUS: COMD 7410 NOISE AND HEARING CONSERVATION

Meets: Tuesday 5:30-7:00PM. **Location:** TBD

Instructor

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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: At the end of the semester students will 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

1. Suter, A. (2010): Hearing Conservation Manual, 4th Edition, Third Printing Milwaukee, Wisconsin: Council for Accreditation in Occupational Hearing Conservation
2. Recommended Text: Berger, E., Royster, L., Royster J., Driscoll, D., & Layne, M. (2000). *The Noise Manual*. Fairfax, Virginia: American Industrial Hygiene Association.

Expectations

- 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.

Competencies: American Speech-Language-Hearing Association Knowledge and Skills Assessment (KASA)

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus (by examination, paper, presentation, project, etc.). ASHA has specified that in order to be competent, you must achieve a level of 80% or better on each KASA item. These KASA competencies apply specifically to students in the doctor of audiology program. If the student does not attain this level in this course, he/she will be provided with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as defined by the department. For students failing to attain the set criteria on a required competency assessment, the department head is not able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA. Learner Objectives: Following successful completion of this course, students will have demonstrated content knowledge and skill competency in the following areas:

Foundations of Practice

A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning. A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems. A19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates). 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. A24. The use of instrumentation according to manufacturer's 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

C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems. C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning. C4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral. C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiological treatment/management plan. C11. Referring to other professions, agencies, and/or consumer organizations.

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 audiology 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.

Evaluation/Grading/Assignments

ASSIGNMENT	DESCRIPTION	KASA	Points	% of grade
Related Articles (6)	Weekly discussion logs	A7, 19, 23, 24, 25	60	12%
Noise Survey	Group Project	A23, 24; B1, 2, 3	100	20%
Presentation	Elementary School Presentations	A23, B2, 3	50	8%
Quizzes (5)	Chapter review	A7, 8, 19, 23, 24, 25, B1, 2, 3 C2, 3, 4, 10, 11 E2; F1, 4, 5, 6	100	20%
Exams (2)	Mid-Term/ Final	A7, A23, B2	200	40%
Total Points:			510	

Grading Scale

A = 93-100	B+ = 87-89	C+ = 77-79	D = 60-69	F = <60%
A- = 90-92	B = 83-86	C = 73-76		
	B- = 80-82	C- = 70-72		

Course Schedule

DATE	PRIOR to Class	IN Class
01/13/15	<u>Readings</u> - Text Book Chapters 1 and 2	Course overview: Opportunities for practice and feedback <ul style="list-style-type: none"> o Assignments; practicum; reflection; discussion
01/20/15	<u>Readings</u> - Text Book Chapters 3, 4 and 5 <u>Reading Log</u> : Article	Discussion Quiz #1
01/27/15	<u>Readings</u> - Text Book Chapters 6 <u>Reading Log</u> : Article	Discussion Quiz #2
02/03/15	<u>Readings</u> - Text Book Chapters 7, 8, and 9 <u>Reading Log</u> : Article	Discussion Quiz #3
02/10/15	<u>Reading Log</u> : Article	Discussion Exam #1
02/17/15	<u>Reading Log</u> : Article	No Class- Monday Schedule
02/24/15		Off-site Class at Hill AFB Guest Lecture
03/03/15	Class Project- Noise Survey	No Class- Work on project
03/10/15		No Class- Spring Break
03/17/15	<u>Readings</u> – Text Book Chapter 10 <u>Reading Log</u> : Article-	Discussion- Hearing Protection Quiz #4
03/24/15	<u>Readings</u> – Text Book Chapter 11 and 12	Discussion Quiz #5
03/31/15		Noise Survey Presentation
04/07/15		Student Presentations: School Project Presentation
04/14/15		Student Presentations:
04/21/15		Final Class
04/28/15		Final Exam

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