

COMD 7420 AMPLIFICATION II

Meets: Tuesday 1:30 - 4:00

Room: ECERC 162

Instructor

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Office Hours: By appointment, however, you are welcome to stop by my office at any time with questions. 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 identify and describe similarities and differences between various hearing aid manufacturers' devices.

1. Describe similarities and differences between hearing aids from different manufacturers – **Gaining factual knowledge (IDEA course evaluation)**
2. Identify and describe amplification selection, verification, orientation, and validation considerations for the pediatric population – **Learning to apply course materials (IDEA course evaluation)**
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)**

Course Description: The purpose of this course is to provide opportunities for in-depth study of amplification features, circuitry characteristics, special purpose devices, and applications to the pediatric population. You will benefit from this course as you interact with clients and families to address their amplification needs. You should be able to synthesize information to appropriately address client needs. In this course you will be involved as an active learner by integrating reading, lectures, hands-on activities, and group projects. A case-based final exam will be used to assess your ability to understand, synthesize, and explain concepts, and critically analyze information.

Expectations

- Turn assignments in on time.
 - Acceptance of late assignments must be approved in advance and are eligible for a maximum of 50% credit.
- Complete readings, view lectures, and take quizzes PRIOR to class.
 - Note: quizzes can be taken a second time after the class period (for a total of two attempts).
- Ask questions if you need clarification or are confused.
- Engage in the class through discussions, assignments and learn from each other.
- Expect to spend several hours outside of the class period for each lab assignment.
 - Lab assignments are provided to help you integrate knowledge and improve your ability to apply what is learned.
 - For some labs, clinic equipment is needed and labs will need to be completed outside of regular clinic hours.

Class attendance is expected (be on time); inform the instructor of any anticipated absences in advance. Assignments may be made up only with the approval of the instructor. Assignments are to be turned in on the due date for full credit consideration.

Knowledge and Skills Assessment (KASA): SEE BELOW

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. 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.

Course Fee There is no course fee.

COURSE REQUIREMENTS

Evaluation/Grading/Assignments

| Assignment | % of Grade |
|----------------------------|------------|
| Presentations | 19% |
| Final Exam | 26% |
| Reading Logs & Assignments | 38% |
| Labs | 14% |
| Quizzes | 3% |

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

| Foundations of Practice: Knowledge | Learner Objectives | Activities/Assignments/Assessments |
|--|--|--|
| 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 (pediatric population) A15. Assistive technology A22. Oral and written forms of communication A24. The use of instrumentation according to manufacturer's specifications and recommendations | Knowledge (9, 15, 22, 24) <ul style="list-style-type: none"> Clinical significance of case history questions in identification of communication difficulties, and other patient characteristics that impact testing decisions as well as implications for prognosis and future audiological needs Knowledge and Skills (A22) <ul style="list-style-type: none"> Communicating professional content to peers orally Communication of synthesized topic-based written information | <ul style="list-style-type: none"> Readings, lectures, lab Presentations Final exam |
| Assessment | Learner Objectives | Activities/Assignments/Assessments |
| C11. Referring to other professions, agencies, and/or consumer organization | Knowledge (11) <ul style="list-style-type: none"> Recognizing appropriate referrals needed | <ul style="list-style-type: none"> Readings, lectures Final exam |
| Intervention (Treatment) | Learner Objectives | Activities/Assignments/Assessments |
| D1. The provision of intervention services (treatment) to individuals with hearing loss , balance disorders, and other auditory dysfunction that comprises receptive and expressive communication D2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes (see a-d in standard) D7. Evaluation of the efficacy of intervention services | Knowledge and Skills (D1, 2, 7) <ul style="list-style-type: none"> Knowledge and skills of evidence-based practices for hearing aid services for adults, and the implications of amplification choices on communication outcomes Assessing efficacy of treatment for hearing aid services | <ul style="list-style-type: none"> Readings, lectures, labs Presentations Final exam |
| Advocacy/Consultation | Learner Objectives | Activities/Assignments/Assessments |
| 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 dysfunctions, or vestibular disorders | Knowledge and Skills (E1) <ul style="list-style-type: none"> Knowledge of advocacy issues for the pediatric population with hearing loss | <ul style="list-style-type: none"> Radings and lecture |
| Education/Research/Administration | Learner Objectives | Activities/Assignments/Assessments |
| F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services F2. Applying research findings in the provision of patient care (evidence-based practice) F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence | Knowledge (F1, 2, 3) <ul style="list-style-type: none"> Asesment of outcomes and satisfaction for pediatric hearing aid consumers Synthesis of information and rationales for practice decisions based on current research evidence | <ul style="list-style-type: none"> Readings, lectures, labs Presentations Final exams |