

USU Department of Communicative Disorders and Deaf Education
ComD 7460 – Adult Aural Rehabilitation
Spring Semester, 2014

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Office Hours - M 2-3 PM
by appointment

TEXTS:

There is not a text required for this course. Assigned readings will be available in Canvas.

COURSE OBJECTIVES:

1. The learner will demonstrate comprehension of the communication difficulties encountered by adults that result from having a hearing loss through practical intervention interactions with elderly listeners, some of whom will have hearing loss, written examination, and oral discussion in class.
2. The learner will demonstrate through oral discussion and written examination the ability to select intervention strategies or outline programs that will assist adults with hearing loss to manage their communication difficulties better
3. The learner will demonstrate knowledge of the development and major characteristics of adults who belong to Deaf culture including services that audiologist can provide for these adults through oral discussion and written examination.
3. The learner will demonstrate knowledge of technology and its implementation to assist listeners with hearing loss through oral discussion, practical experiences, and written examination.

TENTATIVE OUTLINE OF THE COURSE:

Week Lecture/Discussion Topic

- 1- Cancelled due to comprehensive exam
Foundations of good amplification – Unit 1
- 2- Anatomy and physiology of hearing loss - Speech science review
- 3- Hearing aid basics (directional microphones and compression)
- 4- Advanced functions (cont.) [noise reduction circuits and binaural processing]
- 5- Cochlear implant signal processing
- Characteristics of adult hearing impairment – Unit 2
- 5- General Aging and the biology of aging in the ear
- 6- Cognition and speech perception - Is the problem the ear or the CNS?
- 7- Deaf Culture and AR – what is our role?
- 8- **MidTerm Exam**
- Strategies beyond amplification – Unit 3
- 9- Communication strategies training and communication evaluations
- 10- Auditory training and other intervention techniques
- 11- Older adults and AR – nursing home/assisted living work in AR
- 12- Counseling techniques with adults and their families
- Practical considerations – Unit 4
- 13- Getting paid and models of AR
- 14- Tinnitus Management
- 15- The ideal AR program and future directions
- Final Exam -Time determined in USU class schedule

Course Requirements:

1. Attendance and participation (50 pts). Unexcused absences will begin to erode the points given for this component of your grade. Unwillingness to participate in the class and lab activities will also negatively impact the points given.
2. Each student will complete 2 assignments. Details about each assignment will be given in class. Each will require the completion of a small project or short paper. (Each will be worth 50 points)
3. There will be a chance to participate in presentations to the community on aural rehabilitation and communication skills for adults with hearing loss. This group activity will be discussed and planned in class. You will be given feedback concerning your performance during this activity that will focus on the correctness of the information you provide to the group, your interaction with the members of the group, and your contribution to the development of the course content and flow. (50 points)
4. Quizzes on readings to be given on Canvas. (10 points per quiz)
5. A midterm and a final exam. (100 points each)

GRADING:

600 points possible

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

Knowledge and Skills Assessment (KASA)

The American Speech-Language-Hearing Association has recently changed its system for assuring the competence of newly trained professionals in speech-language pathology and audiology. In the past, graduate students were regarded as competent upon satisfactory completion of an array of coursework and clinical practicum, in addition to other requirements. The KASA approach defines a body of clinical and academic skills required of all students in training. Faculty and clinic supervisors attest to the satisfactory acquisition of each skill. At the conclusion of each course and practicum experience, feedback is gathered regarding skill achievement and entered onto a master form, which can be reviewed by students and faculty. All skills noted on the KASA form must be satisfactorily completed in order for the Department Chair to sign ASHA certification papers.

Students need to understand that satisfying KASA standards does not necessarily indicate completion of departmental or university requirements. It is possible that a student may pass a standard in one course, but not in another course taken subsequently. In this situation, a student would be closely-monitored and required to do more work to demonstrate overall competency of that standard.

The KASA items to be partially addressed in this course are listed below.
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Course Outcomes The student will:	Related Assessment	KASA Professional Standards (ASHA) (see KASA form for specific knowledge and skills competencies)
demonstrate comprehension of the communication difficulties encountered by adults that result from having a hearing loss through practical intervention interactions with elderly listeners, some of whom will have hearing loss,	Midterm exam, the Final Exam, the group aural rehabilitation class, and in the ideal AR program paper.	II-B, III-B, VI-B, I-C, IV-C, I-D, VII-D, X-D, XIV-D, XVI-D, I-E, IV-E,
demonstrate the ability to select intervention strategies or outline programs that will assist adults with hearing loss to manage their communication difficulties better	Midterm Exam, the Final Exam, the group aural rehabilitation class, and in the ideal AR program paper.	Same
demonstrate knowledge of the development and major characteristics of adults who belong to Deaf culture including services that audiologist can provide for these adults	Final Exam and class discussion	X-D, II-E, X-E,
demonstrate knowledge of technology and its implementation to assist listeners with hearing loss	Midterm Exam, the Final Exam, group aural rehabilitation class, and the ideal AR program paper.	II-E, III-E, IV-E, V-E, VII-E, VIII-E, IX-E, X-E, XI-E, XIII-E, XIV-E, XV-E, XVI-E, XVII-E, XVIII-E

Competencies:

- B2. 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
- B3. Educational, vocational, and social and psychological effects of hearing impairment and their impact on the development of a treatment program.
- B6. Phonological, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment.
- C1. Interact effectively with patients, families, other appropriate individuals and professionals.
- C4. Screen individuals for hearing impairment and disability/handicap using clinically appropriate and culturally sensitive screening measures.
- D1. Interact effectively with patients, families, other appropriate individuals and professionals.
- D7. Perform audiologic assessment measures.
- D10. Perform aural rehabilitation assessment.
- D14. Provide counseling to facilitate understanding of the auditory or balance disorders.
- D16. Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s).
- E1. Interact effectively with patients, families, other appropriate individuals, and professionals.
- E2. Develop and implement treatment plan using appropriate data.

- E3. Discuss prognosis and treatment options with appropriate individuals.
- E4. Counsel patients, families, and other appropriate individuals.
- E5. Develop culturally sensitive and age-appropriate management strategies.
- E7. Perform hearing aid, assistive listening device, and sensory aid assessment.
- E8. Recommend, dispense, and service prosthetic and assistive devices.
- E9. Provide hearing aid, assistive listening device, and sensory aid orientation.
- E10. Conduct aural rehabilitation.
- E11. Monitor and summarize treatment progress and outcomes.
- E13. Establish treatment admission and discharge criteria.
- E14. Serve as an advocate for patients, families, and other appropriate individuals.
- E15. Document treatment procedures and results.
- E16. Maintain records in a manner consistent with legal and professional standards.
- E17. Communicate results, recommendation, and progress to appropriate individual(s).
- E18. Use instrumentation according to manufacturer's specifications and recommendations.

Academic Freedom and Professional Responsibilities (Faculty Code)

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: <http://personnel.usu.edu/policies/403.htm>.

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.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

Plagiarism

Plagiarism includes knowingly "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 the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

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 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."