

**California State University San Marcos
School of Education**

EDSL 681 AUDIOLOGY

(Online Course)

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OFFICE HOURS:

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COURSE DESCRIPTION

The propose of the course is to provide students with an understanding of the anatomy and physiology of the auditory system; the pathologies associated with the auditory mechanism; characteristics of communication difficulties associated with hearing loss; as well as the theoretical and applied continuum of practices, techniques and resources currently facilitated with the auditory habilitation for infants and young children and the aural rehabilitation for adults (i.e. assessment, planning, management and treatment)

COURSE OBJECTIVES: ASHA KNOWLEDGE AND SKILLS ACQUISITION

1. Demonstrate knowledge of basic anatomy and physiology of the hearing Mechanism.
2. Demonstrate knowledge of hearing disorders in infants, young children and adults
3. Demonstrate knowledge of basic audiologic assessment protocols and equipment
4. Demonstrate knowledge of communication difficulties of among infants, young children, and adults with hearing loss, including multilingual populations.
5. Demonstrate understanding of the continuum of communication options for infants young children and adults with hearing loss.
6. Identify and demonstrate a continuum of therapy approaches for infants, children and adults with hearing loss (i.e. sign, total communication, auditory-oral, and auditory-verbal).
7. Identify and demonstrate knowledge and skill in the maintenance of hearing aids, cochlear implants and assistive listening devices as well as their importance in the habilitation of listening and spoken language.

8. Demonstrate diagnostic knowledge and skill in the assessment of communication for infants, children and adults hearing loss (i.e. auditory development; speech and language development).
9. Demonstrate understanding and skill in designing and planning intervention objectives for aural habilitation for infants and children and aural rehabilitation of adults, including auditory skill development
10. Demonstrate understanding and skill in designing and/or providing parent education materials for families and/or clients with hearing loss.

REQUIRED READINGS:

Various articles and/or handouts from peer-reviewed journals will be provided for students by the instructor.

RECOMMENDED READINGS:

Caraway, Teresa, and K. Todd Houston. *Auditory Verbal Practice: Teaching Spoken Language through Listening*. San Diego, Plural Publishing, 2012. Print

Cole, Elizabeth, and Carol Flexer. *Children with Hearing Loss: Developing Listening and Talking, Birth to Six*. San Diego: Plural Publishing, 2010. Print.

Hull, Raymond. *Aural Rehabilitation: Serving Children & Adults*. 4th Edition, San Diego: Singular Publishing, 2000. Print.

Miller, Maurice, and Jerome Schein. *Hearing Disorders Handbook*. San Diego: Plural Publishing, 2008. Print.

Tye-Murray, Nancy, *Foundations of Aural Rehabilitation: Children, Adults, and their Family Members*. Albany: Delmar Publishing, 2008. Print.

COURSE ASSIGNMENTS – See revised schedule on page 10

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Your writing should follow APA format, as appropriate. The Writing Center is available for support (Kellogg Library 1103).

In Class Quizzes: Each student will complete 3 short quizzes on the following topics: anatomy and physiology of the auditory mechanism; audiological testing procedures; types of hearing loss and its impact on communication abilities; amplification devices and assisted listening devices.

Hearing Disorder Presentation & Handout: Students will collaborate and create a 10-15 minute presentation on a selected hearing disorder. Further details will be provided.

Parent Handout: Students will design and create at least 2 different parent handouts providing specific parent education pertaining information, a technique, and/or strategy used with infants, children and/or adults with hearing loss. Further details will be provided.

Case Study Profile: Students will receive a specific case study in which they will be asked to complete an aural rehabilitation profile which includes audiological review, speech-language assessment profile; intervention objectives; therapy plans and suggested activities. Further details will be provided.

Resource Folder: Students will design and compile a resource folder of research articles, provided handouts and parent education for children and adults with hearing loss. Further details will be provided.

Comprehensive Final Exam: Students will complete a final exam containing information from the course and one case study. Further details will be provided

Non-graded Assignments: Students will be asked to engage and/or complete several small assignments in class. These assignments and/or activities will not receive a grade however they will count towards participation.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Grading Standards

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research, the minimal acceptable grade for passing a course in the ComDis Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. Please note that CSUSM requires graduate students to maintain a cumulative GPA in all coursework towards the MA of 3.0. Should your GPA all below

a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Students need to pass all graded assignments with a B or better to demonstrate acquisition of skills and knowledge towards meeting the standards for practice. Students may be offered an opportunity to redo/retake a single assignment at the instructor's discretion. Any assignment requiring a make-up will receive a 20% reduction in possible points for that assignment. If a student receives less than a B on the makeup, or receives less than a B on more than one assignment, the student will be obligated to repeat the course. Please note that CSUSM only allows for two courses to be retaken at the MA level. Should you earn less than a B in more than two courses, you will be disqualified from the program. Make-ups are intended to offer a second opportunity for students to demonstrate competence on important standards so as to avoid academic probation. Make-ups are not intended to improve grades or GPA. Please be advised that each student is expected to operate in a professional manner and present her/his best work the first time. Make-ups need to be scheduled within 1 week of receipt of the 'failed' grade.

Any scholarly, professional writing assignment will be subjected to grading based on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric. All writing assignments must be submitted in both hard copy AND through the Cougar Courses container. You will be expected to adhere to the Academic Honesty Policy and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Assignments graded on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric are graded on a 4 point scale. The conversion is as follows:

- 4 = A = 95 points = exceeds standards
- 3 = B = 85 points = meets standards
- 2 = C = 75 points = approaching, but does not meet standards
- 1 = D = 65 points = fails to meet standards

Students are expected to turn all work in when it is due. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. Your work will be graded on both content (detail, logic, synthesis of

information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). You are entering into a professional career that requires mastery of the written language. You will be graded on such.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. Your Case Study Profile will be used to satisfy this requirement.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. "Person-first" language (e.g., "student with profound hearing loss" rather than "hearing impaired student" must be used throughout all written and oral assignments and discussions.
2. All written documents must be typed. Keep an electronic copy of all of your work. You will want these for your records and for potential future portfolio entries.
3. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor. Any time that you have questions or concerns, please contact the instructor immediately.
4. Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.

RSE SCHEDULE (see revised schedule below)

Date	Topic	Assignment
CLASS 1: January 24	Intro to Course What is Hearing Loss? What is Aural Rehabilitation? Hearing Basics: Anatomy & Physiology	-----
CLASS 2: January 31	Audiological Evaluations Type & Degree of Hearing Loss How to Describe an Audiogram	Quiz #1: Anatomy & Physiology
CLASS 3: February 7	Hearing Loss & Genetics/Syndromes Hearing Disorders	-----
CLASS 4: February 14	Hearing Disorders Part 2 Hearing Disorders Presentations	Hearing Disorder Presentation & Handout
CLASS 5: February 21	CLASS CANCELLED	-----
CLASS 6: February 28	Hearing Aids & Cochlear Implants	-----
CLASS 7: March 6	Troubleshooting Amplification (Hearing Aids & Cochlear Implants) Classroom Acoustics : FM Systems & Assisted Listening Devices	-----
CLASS 8: March 13	Continuum of Communication Modes Deaf Education (Teams & Programs) Current Trends in the Field of Deafness	Quiz #2: Amplification, & Listening Devices
NO CLASS : March 20	Spring Break	-----

CLASS 9: March 27	Communication Assessment for Infants, Children and Adults with Hearing Loss	-----
CLASS 10: April 3	Continuum of Therapy Approaches “Learning to Listen”: Auditory Training Hierarchy Auditory, Speech & Language Outcomes	-----
CLASS 11: April 10	Popular Aural Rehab Programs Planning a Cohesive Aural Rehab Session Techniques to Facilitate Speech & Language through Listening	-----
CLASS 12: April 17	Designing & Implementing a Cohesive Aural (Re)Habilitation Session Parent Education & Counseling	Parent Handouts
CLASS 13: April 24	iTherapy; Using iPads with DHH Sign Language 101	-----
CLASS 14: May 1	Case Study Presentations	Case Study Profiles
CLASS 15: May 8	iTherapy and Hearing Loss	-----
CLASS 16: May 15	FINAL EXAMS	Resource Folder

The Instructor reserves the right to change the Course Schedule to meet the needs of the students' at any time.*

Revised Course Schedule (03/09/12)

Class Outline:

The topics listed below will be covered each week in the online format. Powerpoints, videos, readings, etc. will be posted on a weekly basis. The dates below will be my target dates to have everything posted to Cougar Courses for your review.

Week 7: March 6

- Hearing Aids
- Cochlear Implants
- FM Systems

Week 8: March 13

- Hearing Aids
- Cochlear Implants
- FM Systems

Week 9: March 20

- Spring Break

Week 10: March 27

- Speech Acoustics
- Understanding & Using Hearing Test Results

Week 11: April 3

- Speech Acoustics
- Understanding & Using Hearing Test Results

Week 12: April 10

- Options in Communication
- Assessment in Pediatric Population

Week 13: April 17

- Introduction to Pediatric Auditory/Speech/Language Development
- Aural Habilitation Intervention Strategies

Week 14: April 24

- Introduction to Pediatric Auditory/Speech/Language Development
- Aural Habilitation Intervention Strategies

Week 15: May 1

- Aural Rehabilitation for Adults: Assessment & Intervention

Week 16: May 8

- Aural Rehabilitation for Adults: Assessment & Intervention (continued)

Week 17: May 15

- Final Exam Week

Revised Assignment Schedule (03/09/12)

ASSIGNMENTS

Hearing Disorder Presentation and Handout: 100 points
Completed Tuesday, February 14, 2012

Ms. Ruiz has graded this assignment and will posting your grades on Cougar Courses.

Initial Reflection Paper: 10 points
Due Wednesday, March 14, 2012

During our first week together, please write about your personal experiences, knowledge, understanding, biases, opinions, media influences, etc. about children or adults with hearing impairment and aural (re)habilitation. This paper is open ended. There is no minimum or maximum number of pages to write. Ten points will be given for completion of the assignment.

Final Reflection Paper: 10 points
Due Friday, May 11, 2012

During our last week together, please take out your initial reflection paper. Your final reflection paper will be a follow up to the initial reflection that expresses how your knowledge, experience, understanding, biases, opinions, etc. have changed or remained the same as a result of taking this course. You must cite comments from your initial reflection paper. This paper is open ended. There is no minimum or maximum number of pages to write. Ten points will be given for completion of the assignment.

Sound and Fury Initial Reaction Paper: 10 points Due Tuesday, March 27, 2012

You will view a documentary movie titled *Sound and fury*. Write an initial reaction paper to the movie. This paper will be open ended. There is no minimum or maximum pages to write. Ten points will be given for completion of the assignment.

Sound and Fury Final Paper: 40 points Due Friday, May 11, 2012

Watch the *Sound and Fury* movie for a second time. You will write a follow up paper to your initial reaction to the movie. After watching the movie, compose a 3-5 page typed (double spaced) write up that will include a summary of the following:

1. Discuss how your initial reaction to the movie has changed or remained the same as a result of taking this course. Refer back to your initial paper. (5 pts)
2. Cite at least five different parts, lines, or comments made in the movie. Refer back to readings and lecture to demonstrate your deeper understanding of the movie as a more informed student of the field. (25 pts)
3. Think about how media affects us and how this movie might affect your clients with hearing loss and the families of children with hearing loss. (5 pts)
4. Indicate any questions you may still have or that have come up since watching the movie for the first time. (5 pts)

Application of Speech Acoustics: 20 points Due Friday, April 13, 2012

During Weeks 10 and 11 you will receive a handout to complete on the application of speech acoustics. You may work on this handout together in groups or you may complete this activity on your own. At a later date, further information will be provided on how to hand in this assignment. Please use the forum to ask questions as you work on this assignment.

Revised Quiz/Test Schedule (03/09/12)

Quiz #1: 20 points

Completed Tuesday, January 31, 2012

Ms. Ruiz has graded your quizzes and will be posting your grades in Cougar Courses.

Final Exam: 190 points

Due Week of May 14

This will be an open notes exam. It will be posted in Cougar Courses and further details will be provided at a later date on how and when to complete the exam. The exam will cover the entire course including all lecture, readings, videos, etc.

Grading

Total Points for class: 400

See page four to review letter grade percentages