



College of Education

Mission Statement

The mission of the College of Education community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

Communicative Sciences & Disorders

EDSL 682

Aural Rehabilitation Spring 2011

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I. COURSE DESCRIPTION

The purpose of the course is to introduce students to theoretical and applied aspects of aural rehabilitation, including the effects of hearing loss on communication and daily life in child and adult populations; models for intervention techniques to each group; counseling processes for families and clients; understanding strategies used with children with hearing loss, and prosthetic management of hearing loss, including amplification, sensory aids, and assistive devices. An understanding of cochlear implants will be acquired.

II. COURSE OBJECTIVES FOR STUDENT KNOWLEDGE AND SKILLS ACQUISITION

1. Students will demonstrate knowledge of communication difficulties of children with hearing impairments, including multicultural populations.
2. Students will demonstrate knowledge of skill in speech and language assessment and teaching strategies utilized with children with hearing loss.
3. Students will demonstrate an understanding of family counseling processes for children with hearing loss.
4. Students will demonstrate knowledge and skills in the use of amplification devices.
5. Students will demonstrate knowledge of cochlear implants and training activities used for clients with cochlear implants.

The California State University

VI. COURSE ASSIGNMENTS USED TO EVALUATE THE ABOVE OBJECTIVES:

1. Student will work in pairs to discuss and compile multiple-choice study guide questions for each instructor-facilitated class meeting. (5 points/session x 10 = 50 points)
2. The noise-induced hearing loss (NIHL) project will culminate this semester with each student signing up for an opportunity to gather up to one (1) clock hour of screening time. (25 points)
3. Each student will complete NTID's self-instructional module on speech and voice characteristics of individuals who are deaf. The training section of the module will be completed in class with the instructor. The practice and evaluation sections will be completed with a partner who will proctor the latter. (25 points)
4. Each student will administer a minimum of one (1) speech and one (1) auditory assessment protocol specifically designed for children with hearing loss to age-appropriate children (children with normal hearing thresholds or the parents thereof, as appropriate, will serve as appropriate test subjects for our purposes), noting that attempting the one (1) speech and one (1) auditory protocol once would constitute an average performance, twice an above average effort, and three times each and excellent exploration of the assessment tools. (25 points)
5. Each student will construct a comparison/contrast chart depicting the similarities and differences between the educational methodologies/philosophies discussed in class (e.g., auditory-verbal, auditory-oral, bilingual-bicultural, combination/total communication, cued speech), outlining the speech-language pathologist's role in each. Peer feedback will be solicited anonymously in class and utilized to improve the quality of the chart prior to final submission. (25 points)
6. Each student will contribute at least one (1) annotated bibliographic citation which also includes ranking and evaluation of the evidence, according the paradigm described in Schraeder, in an effort to collectively address the following PICO question (25 points):

*In children with significant sensorineural hearing loss **[Population]**, does the augmentative and/or concomitant use of signed language **[Intervention]**, in addition to consistent spoken language input **[Comparison]** (i.e., auditory-oral or auditory-verbal approach), negatively impact spoken language outcomes **[Outcome]**?*
7. Each student will prepare a parent handout on a topic selected by lottery during class. (25 points)
8. Each student will develop one (1) unique language lesson plan, with accompanying materials necessary to implement the lesson, focusing on an auditory approach to language acquisition and present the lesson to the class. (25 points)
9. Each student will develop one (1) unique speech lesson plan, with accompanying materials necessary to implement the lesson, focusing on an auditory approach to speech development and present the lesson to the class. (25 points)
10. Comprehensive final examination 50 points)

VII. **COURSE/ASSIGNMENT GRADING:**

Total Course					
A	279-300	A	23.5-25	A	46.5-50
A-	270-278	A-	22.5	A-	45
B+	261-269	B+	22	B+	43.5
B	249-260	B	21	B	41.5
B-	240-248	B-	20	B-	40
C+	231-239	C+	19.5	C+	38.5
C	219-230	C	18.5	C	36.5
C-	210-218	C-	17.5	C-	35

Submission Schedule: 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**.

See note below under General Consideration regarding newly revised Graduate Writing Requirements.

V. **REQUIRED TEXT(S):**

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, D.C.: APA.

VI. **RECOMMENDED TEXT(S):**

Resource and treatment materials may be downloaded from various hearing aid and cochlear implant manufacturer websites. A small number may require payment.

VII. **COURSE OUTLINE:**

As the week-to-week schedule of topics is subject to change, it will be provided and modified as necessary through Cougar Courses. The News Forum feature of Cougar Courses will be utilized to keep students apprised of changes to the course outline, including assignment due dates, if applicable.

VIII. **PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS**

1. "Person-first" language (e.g., "student with specific language impairment" rather than "language-impaired student"; "Johnny who presents with Down syndrome" rather than "my Down syndrome student") must be used throughout all written and oral assignments and discussions.

2. Word process all written documents. Keep an electronic copy of all of your work. You will want these for your records and for potential future use as professional 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(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.
4. Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.
5. Collaborative teams of four (4) will be assigned by the instructor from among the members of the class. Document the members of your team below and enlist their support to ensure you receive handouts and information if you miss class.

Name		Email	
Phone		Other	
Name		Email	
Phone		Other	
Name		Email	
Phone		Other	
Name		Email	
Phone		Other	

IX. COLLEGE of EDUCATION ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in this field, 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*).

Attendance and Participation for this course:

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and development of assessment and treatment skills are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows: 1. Missing more than two (2) class meetings will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two (2)

occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic, and career-ladder priorities. Therefore, these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative, and reciprocal-learning environment.

X. **GENERAL CONSIDERATIONS**

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses.

The GWAR Rubric will be provided on Cougar Courses.

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (e.g., mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the instructor at the earliest opportunity. Every effort will be made to accommodate special needs. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for students with special needs.

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 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."

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the instructor, or through the formal grades appeal process. For the latter, consult the Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). The DSS Office is located in Craven Hall 5205, 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.