

CALIFORNIA STATE UNIVERSITY SAN MARCOS
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 681
Hearing Disorders
Fall 2010

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I. COURSE DESCRIPTION

The purpose of the course is to provide students with an understanding of the auditory system, including anatomical, physiological, perceptual, and audiological manifestations of pathologies affecting hearing.

II. COURSE OBJECTIVES FOR STUDENT KNOWLEDGE AND SKILLS ACQUISITION

1. Students will demonstrate an understanding of anatomy and physiology of the ear and basic concepts of the physics of sound and its measurement.
2. Students will demonstrate knowledge and understanding of disorders of the auditory system, including anatomical, physiological, perceptual and audiological manifestations of pathologies affecting hearing (and balance). Students will demonstrate knowledge of the nature and etiology of such pathologies.
3. Students will demonstrate knowledge of basic audiological test procedures, including pure tone audiometry, speech audiometry, and impedance audiometry.
4. Students will demonstrate knowledge and skills in administration of screening tools and techniques; and interpretation of results, including techniques used with multicultural and multilingual populations.

III. COURSE ASSIGNMENTS USED TO EVALUATE THE ABOVE OBJECTIVES:

1. Quiz on anatomy/physiology of the auditory system and basic concepts of the physics of sound. (20 Points; **Due Week 3**)
2. Collaborative presentation on a group of hearing disorder etiologies with handouts pertaining to each disorder to be distributed as reference materials to the rest of the class. (20 Points; **Rough Draft Due Week 5, Final Draft Due Week 7, 8, or 9**) Presentations and papers must include the following information:
 - a. Incidence: "If a population initially contains 1,000 non-(affected) persons and 28 develop a condition over two years of observation, the incidence proportion is 28 cases per 1,000 persons (or). 2.8%" (Wikipedia).

- b. Prevalence: “The total number of cases in the population divided by the number of individuals in the population” (Wikipedia).
 - c. Etiology (or possible etiologies) of the specific disorder
 - d. Diagnostic procedures specific to the disorder
 - e. Signs & Symptoms: “A . . . sign (is) any indication of a medical condition that can be objectively observed . . . by someone other than the patient whereas a symptom is merely any manifestation of a condition that is apparent to the patient” (Wikipedia). Include complicating factors and common co-morbid conditions.
 - f. Clinical Management (e.g., medical, audiological, speech-language pathology, educational)
 - g. Course/Progression of the disorder
 - h. Prognosis (e.g., speech-language, education)
3. Chart comparing/contrasting audiological test procedures. (20 Points; **Due Week 11**)
 4. Position paper on some aspect of (central) auditory processing disorders. (20 Points; **Due Week 13**)
 5. The class will also work together to develop a Protect Your Hearing campaign for the campus, alerting the CSUSM community to the risks of noise-induced hearing loss and providing hearing screenings. This activity will be discussed further in class and will include practice screening amongst each team, supervised by the instructor. (20 Points)

IV. COURSE GRADING:

A	95-100	19-20
A-	90-94	18
B+	87-89	17.5
B	83-86	16.5
B-	80-82	16
C+	77-79	15
C	73-76	14.5
C-	70-72	14

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**.

Grading Emphasis: Each written assignment will be graded approximately 80% on content (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.).

V. REQUIRED TEXT(S):

Selected readings/journal articles TBA.

VI. RECOMMENDED TEXT(S):

N/A

VII. TENTATIVE COURSE OUTLINE:

Week	Topic
1	Anatomy & Physiology of the Auditory System
2	Physics of Sound
3	Anatomy/Physiology/Physics of Sound QUIZ Audiological Assessment
4	Screening Procedures
5	Hearing Loss: , Cleft Palate, Atresia/Microtia, Stenosis, Aplasia/Dysplasia of the Cochlea, Excessive Cerumen, Otitis Media, Otosclerosis, Presbycusis Collaborative Project Rough Draft Due
6	Hearing Loss: Noise-Induced Hearing Loss (in class project)
7	GROUP 1: Alport syndrome, Brachio-oto-renal (BOR) syndrome, Crouzon syndrome, Down syndrome GROUP 2: Anoxia, Cytomegalovirus (CMV), Herpes Simplex, Rh complications
8	GROUP 3: Jervell and Lange-Nielson (Long Q-T) syndrome, Mandibulofacial dysostosis (Treacher Collins), Neurofibromatosis, Meningitis, Rubella GROUP 4: Ménière's Disease, Vestibular Schwannoma (Acoustic Neuroma), Enlarged Vestibular Aqueducts (EVA), Perilymphatic Fistula (PLF)
9	GROUP 5: Oculo-auriculo-vertebral (OAV) dysplasia (i.e., Goldenhaar syndrome), Pendred syndrome, Usher syndrome, Waardenberg syndrome GROUP 6: Ototoxic Medications, Head Injury, Tinnitus, Multiple sclerosis
10	Noise-Induced Hearing Loss Project (Cont.) & Screening Practice

11	(Central) Auditory Processing Disorders Audiological Test Procedures Chart DUE
12	Auditory Neuropathy (Dys-synchrony)
13	Classroom Acoustics, Accommodations & Modifications (C)APD Papers DUE
14	Continuation as needed

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**

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.