

**Cal State San Marcos
School of Education**

EDSL 681 AUDIOLOGY

**Fall 2012
(Online Course)**

INSTRUCTOR: Helen Zuganelis, M.S. CCC-SLP

EMAIL: hzuganeli@csusm.edu

PHONE: (708) 829-6341 (cell)

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 aural rehabilitation for adults (i.e. assessment, planning, management and treatment)

COURSE OBJECTIVES & KNOWLEDGE AND SKILL ACQUISITION (KASA) COMPETENCIES

1. The student will define and describe aural (re)habilitation. (ASHA KASA Standard IV – E10: Evaluation by exam)
2. The student will describe scope of practice and professional requirements for the delivery of aural rehabilitation services. (ASHA KASA Standard IV – E10: Evaluation by exam)
3. The student will be able to explain the types, degrees, and causes of hearing loss, discuss audiological assessment and interpret assessment results. (ASHA KASA Standard IV – D7: Evaluation by exam and verbal presentation)
4. The student will apply knowledge of speech acoustics to understand the effects of hearing loss on speech perception. (ASHA KASA Standard IV – E10: Evaluation by exam and verbal presentation)
5. The student will explain the role technology plays in aural (re)habilitation and list the types of amplification available. (ASHA KASA Standard IV – B21: Evaluation by exam)
6. The student will identify assessment tools used to evaluate the speech perception, speech production, and language skills of children with hearing loss as well as discuss modifications and considerations when evaluating this population. (ASHA KASA Standard IV – D10: Evaluation by exam and verbal presentation)
7. The student will name and explain the main communication intervention options available for children with hearing loss. (ASHA KASA Standard IV – B21: Evaluation by exam)

8. The student will outline and apply the hierarchical stages and techniques used in an auditory-based approach to intervention. (ASHA KASA Standard IV – E10 &11: Evaluation by exam and verbal presentation)

REQUIRED READINGS:

Various articles, handouts, links to websites, etc., will be provided for students by the instructor.

RECOMMENDED READINGS:

Schow, R.L. & Nerbonne, M.A. (2007). *Introduction to audiologic rehabilitation*. (5th Ed.). Boston: Pearson.

Cole, E.B. & Flexer, C. (2007). *Children with Hearing Loss: Developing Listening and Talking to Six*. San Diego: Plural Publishing, Inc.

COURSE ASSIGNMENTS

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).

Group Discussion: 20 points
Dates: To be determined

During four different weeks students will be asked to engage in group discussion on the message boards in cougar courses. Group discussion questions will be posted by the instructor. The student must respond and/or participate in all discussions to receive full credit. Each week will be worth 5 points for a total of 20 points.

Initial Reflection Paper: 10 points
Due September 7

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.

Sound and Fury Initial Reaction Paper: 10 points Due September 14

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.

Hearing Disorder Handout: 20 points Due September 21

Students will complete a one page handout on an assigned hearing disorder. Further instructions to follow at a later date.

Application of Speech Acoustics: 20 points Due dates: October 26

During Weeks 7 or 8 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.

Final Reflection Paper: 10 points Due November 30

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 Final Paper: 40 points Due December 5

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)

QUIZZES/TESTS

Quizzes: 60 points

Dates: To be determined

There will be 3 “pop” quizzes posted in Cougar Courses throughout the course this semester. Each quiz will be 10 questions and worth 20 points. You will be given at least one week notice prior to a quiz. It will be your responsibility to keep up with class on a weekly basis and also ensure that you are receiving the announcement emails.

Final Exam: 210 points

Due Week of December 3

This will be an open notes exam that will likely have a time limit. 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.

(Total points for course: 400)

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.

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.

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. Dates may be subject to change.

Week 1: August 27

- Intro to class
- Watch Sound and Fury Movie
- Write Initial Reflection
- Write Sound and Fury Initial Paper

Week 2: September 3

- Definition of Aural Rehabilitation
- Anatomy & Physiology
- Degree of Hearing Loss

Week 3: September 10

- Causes of Hearing Loss

Week 4: September 17

- Audiological Testing – Adults
- Audiological Testing – Pediatrics
- Newborn Hearing Screening

Week 5: September 24

- How to Read an Audiogram
- Hearing Aids

Week 6: October 1

- Cochlear Implants
- Assistive Listening Devices

Week 7: October 8

- Speech Acoustics: Understanding and Using Hearing Test Results

Week 8: October 15

- Speech Acoustics: Understanding and Using Hearing Test Results (continued)

Week 9: October 22

- Options in Communication

Week 10: October 29

- Assessment in Pediatric Population

Week 11: November 5

- Introduction to Pediatric Auditory/Speech/Language Development

Week 12: November 12

- Introduction to Pediatric Auditory/Speech/Language Development (continued)

Week 13: November 19

- Aural Rehabilitation for Adults: Assessment and Intervention

Week 14: November 26

- Psychosocial Aspects of Hearing Loss

Week 15: December 3

- Final Exam completed this week

Week 16: December 10

- Sound and Fury Final Paper Due this week