

AURAL REHABILITATION
COMD 5330
ONLINE - 3 semester hours

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PREREQUISITES

COMD 3700 Basic Audiology (For information about interpreting audiograms, which can be obtained separately but will not be covered in this course)

COURSE DESCRIPTION

Ramifications of hearing loss among children and adults and rehabilitative audiological techniques and programs to help those individuals communicate.

COURSE OBJECTIVES/ASHA KNOWLEDGE AND SKILLS ACQUISITION (KASA) (NOTE: These KASA standards are used by ASHA for graduate education and therefore are only noted here to demonstrate the value of this course in pursuing a degree in Communicative Disorders and not a standard against which undergraduate students will be evaluated for their grade in this course.

Knowledge and Skills Assessment (KASA)

THE REQUIREMENT THAT YOU FOLLOW THE KASA ASSESSMENT FROM ASHA PERTAINS TO GRADUATE SCHOOL. HOWEVER, IT IS GOOD TO BE FAMILIAR WITH THIS PROCEDURE AS YOU WILL SEE IT IN GRAD SCHOOL. YOU WILL NOT BE OFFICIALLY RATED ACCORDING TO THE KASA FOR THIS COURSE.

REQUIRED TEXTBOOK/READINGS

Schow, R. L. & Nerbonne, M. A. (2012). Introduction to Audiologic Rehabilitation (6th ed.). Allyn & Bacon Communication Sciences and Disorders, Boston, MA.

ISBN - 13 - 978-0132582575

ISBN - 10 - 0132582570

COURSE FEE

There is no fee associated with this course.

EVALUATION/GRADING/ASSIGNMENTS/REQUIREMENTS

1. Two case study projects worth 100 points each. You will complete two case studies, one for each of the first two units of this course. Do not procrastinate working on the case studies. They often take a great deal of time to complete. With the information about each case there will be a list of questions to answer. The answers to the questions will sometimes be easily determined from your reading and other answers will need more thought on your part. As you read the material contained in the text and my lecture notes, you will need to think about what you know about the person in the case and make decisions concerning how you would help this person. Some of the answers will require that you back up your decision with some sort of evidence or argument. A grid will be provided to demonstrate what represents different levels of evidence and you will want to find the

best evidence for your answers that is available to receive the best possible grade. There will be a mix of expectations of evidence for each question based on if the question needs a higher level of evidence or if not so much evidence is needed. The answer you provide for the question is worth slightly more than half the points for that question and the evidence you give to support your answer will constitute the remaining points for the question. Suggestions for finding references may be through Google Scholar, USU library system, local library, textbook, lectures/power points, etc. You will receive additional feedback beyond the grade on some of the questions but not all. Please allow up to 2 weeks for your TA to grade your case study. This activity will help you think about questions that are important to consider when trying to help someone with a hearing loss to communicate better. There is no specific font or spacing required for the case studies, but typically Times New Roman, 12 pt font, double-spaced is easiest to read. No specific length, but make sure to cover all the material thoroughly. You do not need to provide your references in any specific format but the TA/professor must have all information necessary to verify your sources. You may submit your files as .doc or .pdf files into the Canvas assignment tab.

2. Reading and independent thought and study

3. Weekly quizzes on the reading. Each quiz is worth 10 points. You will have 20 minutes to complete each quiz and you will get two attempts. The higher score will be recorded. The material to be covered in the quiz is given in the weekly schedule titled "Readings for Quizzes". Quizzes will be multiple choice and will be given online. The quizzes are not proctored. Due to the nature of this course, the questions and answers will not be provided after you complete the quizzes.

4. Two assignments worth a possible 40 points each. There is no specific format for the assignments, but make sure to include the questions, responses, and the reaction paper. There is no specific length needed for the reaction paper, but it is typically no longer than one page.

Assignment #1 –

You will need to find 3 people who wear hearing aids and interview them concerning the use and their satisfaction concerning the hearing aids. Questions will be provided to guide your interview and you will be expected to write the questions and responses of the three people and then write a paper reacting to the responses of the three people (see assignment in Canvas for more information on the reaction paper). Modifications are available if you would like to interview people with cochlear implants. Information on the modifications will also be found in Canvas under this assignment. You may find people to interview through social media outlets, local senior centers, rest homes, family/friends, local hearing aid clinic, university clinic, church groups, School for the Deaf, etc. The interviews are worth 10 points each and the reaction paper is worth 10 points.

Assignment #2 –

You will need to find someone in your community who works with children who have hearing loss and who knows about the consequences of hearing loss on the speech, language, or academic performance of these children and interview this person with the questions provided. You will need to write the responses of the person you interview to the questions and then write your own reaction paper to address the two most important issues you feel are the most challenging for children with hearing loss in overcoming the effects of a hearing loss on their speech, language, or academic performance. Please see the assignment in Canvas to get more information about the content of the reaction paper. You may interview a pediatric audiologist, cochlear implant audiologist, speech-language pathologist, auditory verbal therapist, Deaf educator, audiologist that works with children,

special needs educator, etc. Just make sure they work with children with hearing loss. The interview is worth 20 points and the reaction paper is worth 20 points.

3. Exams will be timed (you will have 2 hours to complete each exam). EXAMS REQUIRE A PROCTOR AND YOU MUST PLAN AHEAD FOR THIS. VISIT THE WEBSITE FOR DISTANCE EDUCATION OR CALL THE PROCTORING OFFICE AT 435-797-9700 or 1-800-233-2137 for information on how to set up a proctor for your exams (all of them). You may use ProctorU to arrange a proctor for this course. There is almost a week set aside for each exam so that you can take the exam during any 2-hour period of the week that meets your schedule. This will also provide some time away from reading to work on your two assignments. Exams will consist of multiple-choice and True/False questions and will cover the material from the lectures and power points in that unit. The final exam is made up of all multiple-choice questions. Each exam is worth 100 points and the third exam will constitute the final. The third exam will cover unit 3 and so will not be comprehensive. No study guide is provided for the exams.

Grading: The following university approved grading scale will be used:

93-100 = A
90-92 = A-
88-89 = B+
83-87 = B
80-82 = B-
78-79 = C+
73-77 = C
70-72 = C-
60-69 = D
< 60 = F

LATE ASSIGNMENTS

Ten points off for each day that an assignment is late will be taken from your grade on that assignment. Pay attention to due dates specified on the calendar as we will be sticking to them strictly. For your information, canvas has a “due date” and an “available until” date. The due date is the final date that you will receive full credit. The “available until” date is the final date we will accept late submissions.

EXTRA CREDIT

There is no extra credit offered in this class except for 5 extra points for completing the course evaluation at the end of the semester. If you are only 1 or 2 points from a higher grade, there will NOT be an adjustment because you are close. The cutoff has to be put somewhere and it is established in the grading above. Please do not ask for this kind of accommodation. I will receive a report about who has submitted the course evaluations but I am not able to see the evaluations until after the semester is over and grades are already submitted. Even then, I only see a summary report and the comments with no names attached so your evaluation remains confidential.

LECTURES

You may choose to listen to the lectures or a transcript of the lectures is provided for you. Make sure your audio/video player is up-to-date. If you have difficulty with the lectures, try another browser or you may contact Canvas tech support.

DISCUSSION TAB AND EMAILS

An open discussion will be available and this is a place where you can help each other out throughout the course. There will be NO required discussions in this course. You may post

questions for each other and provide information you come across over the next few months. The professors and TAs may review the questions and answers that pop up throughout the thread but we do not always respond to these discussion threads. Just know that if you have a specific question you would like the professors or TAs to answer, it is best to email us rather than post those questions on the discussion tab. You will contact your TA if you have specific questions related to the case studies or assignments (information that has not already been covered in the syllabus). All other questions should be directed to the professors. While we try very hard to respond as quickly as possible to all emails we receive, please allow up to 24-48 hours to receive a response.

TENTATIVE COURSE SCHEDULE/READING ASSIGNMENTS

See information in Canvas online course – pay particular attention to the course calendar and the documents found under “Start Here” on the Home Page for the course.