

California State University, Sacramento

AURAL REHABILITATION

CSAD 133-01: 3 units

Spring 2019 (CSAD-Seniors)

COURSE FACULTY

Course Instructor: Laura Gaeta, Ph.D.

Office: Folsom 2207A

Office Hours: M 2:00-3:00pm, T 10:30-11:30am, W 2:00-3:00pm, or by appointment. Call 916-278-4867 to schedule.

Office Phone: 916-278-4701

E-mail address: l.gaeta@csus.edu (preferred)

REQUIRED CLASS MEETINGS TIMES

Days and times: Tuesday and Thursday, 3:00-4:15pm

Building: Folsom Hall **Room #:** 1050

REQUIRED TEXTS

Tye-Murray, N. (2015). *Foundations of aural rehabilitation: Children, adults, and their family members* (4th ed.). Stamford, CT: Cengage Learning.

OPTIONAL TEXTS

None

COURSE WEBSITE

canvas.csus.edu

Canvas will be used as the learning management site for dissemination of course readings, handouts, slides, assignments, announcements, and quizzes. The course instructor will have materials posted to Canvas at least 24 hours before class.

TECHNOLOGY REQUIREMENTS

Internet connection (DSL, LAN, cable connection desirable)

Access to Canvas

Microsoft Office (Word, PowerPoint)

Adobe Reader

Instructor Communication and Response Time

Faculty strive to have open communication with students both within and outside of the classroom. Students are encouraged to contact the course instructor to discuss questions about the course. In the subject line of the email, please include the course number (e.g. CSAD 133...). Responses to telephone or e-mail messages will usually be transmitted within 48 hours during regular working hours. If you do not have a response within this time period, please check your contact methods and resend the message. The instructor will generally respond to student questions received during evenings and weekends once she is back in the office during regular business hours.

***Please be aware that all content for this course is the property of the instructor who created it and can only be used for this course. Those wishing to use the materials outside of this course must receive written permission from the author/creator.**

GENERAL COURSE INFORMATION

PRE-REQUISITES

CSAD 125, CSAD 126, CSAD 130, PSYC 2, STAT 1, CHDV 30, DEAF 51.

COURSE DESCRIPTION

Overview

This course is designed to introduce students to aural (re)habilitation across the lifespan. The course will present the four components of aural rehabilitation (sensory management, perceptual training, counseling, and instruction in the use of technology and control of the listening environment) as they relate to children, adults, and older adults with hearing impairment.

Approved Course Description (from CSUS Course Catalog)

According to Tye-Murray, aural rehabilitation is "intervention aimed at minimizing and alleviating the communication difficulties associated with hearing loss." This course examines communication assessment and remediation approaches for children and adults with both peripheral and central auditory problems.

WHY IS THIS COURSE IMPORTANT?

Aural rehabilitation is within the scope of practice for speech-language pathologists and audiologists. The content of this course is important for understanding the principles of rehabilitation of children and adults with hearing impairment.

UNIVERSITY LEARNING GOALS

	Competence in the disciplines	Knowledge of human cultures and the physical and natural world	Intellectual and practical skills	Personal and social responsibility	Integrative learning
Addressed by this course	X	X	X	X	X

Learning Outcomes Competencies: (CSAD 133):

Mastery of each student learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 133 SPECIFIC STUDENT LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Define aural rehabilitation
2. Explain the effects of hearing loss on communication in infants, children, adults, and older adults
3. Explain the social, psychological, and emotional effects of hearing loss across the lifespan
4. Describe the principles and use of auditory training in children and adults
5. Outline different approaches for intervention for hearing loss
6. Summarize the elements of an aural rehabilitation plan
7. Give examples of communication strategies for difficult listening situations
8. State the principles of effective counseling in audiology
9. Describe auditory processing in children and adults

Course Objective	Components Indicating Competence	Grades Received
1-9	Exams	
1-9	Quizzes	
1-9	Class participation/attendance	
2-3,5,8	Rehabilitative process assignment	
2,5,7	Assistive technology assignment	
2,3,5	Reflection paper assignment	

COURSE/CLASS POLICIES

Course Format

Lecture

Class Preparation:

All required readings are for the date listed in the course schedule, not the following class period. Students are responsible for all assigned readings, whether discussed in class or not. Students who miss class must obtain the assignments and missed work from the course website or from a classmate. Course materials will be available on Canvas and/or in class. Recording of lecture is not permitted unless the student has received prior approval (with appropriate documentation) from the instructor. The use of computers for purposes other than class assignments or note-taking is not permitted.

Class Participation:

Attendance and participation can be earned up to 20 points; the course instructor will determine the allocation of these points. Students are expected to actively participate in class discussions and are required to have read the assigned material prior to class meetings. Some course components (e.g. class activities, discussions, etc.) require work in pairs or small groups. Students should be respectful and demonstrate professional behavior. The use of cell phones during class is not permitted.

Class Attendance:

Classroom attendance is necessary for this course. Report absences to Dr. Gaeta by email prior to the scheduled class meeting. Students should arrive to class on time and remain for the duration of the class. Students who are late and miss attendance (if taken that day) are responsible to check with the instructor about missed material during class and obtain the missed notes from a classmate. When late to class, students are expected to make every effort to enter the room quietly and settle quickly so that the instructor and classmates are not disturbed. Students are expected to be in the classroom by 3:00pm.

If students are absent on a day when attendance was taken, the absence may be excused with appropriate and timely documentation for valid reasons or extenuating circumstances at the discretion of the instructor. For an excused absence, students must contact the course instructor via email prior to class in anticipation of an absence. Any documentation for an excused absence must be provided within 48 hours of the missed class period. For unexcused absences or absences that do not meet the above criteria, students will receive 0 points for that day's attendance.

Class Assignments

Course grades will be based on ten quizzes, two exams, a final exam, attendance/participation, and three written assignments. Students are expected to work independently on assignments. Group/pair assignments will be clearly identified. Assignments must be submitted on time. Assignments that are submitted after the due date/time will be lowered points for each day the assignment is late (see rubric for number of points). If more than three days have elapsed from the original due date, students will receive 0 points for the assignment. Note that some in-class activities will be collected for Dr. Gaeta to review, but not all collected activities will be graded. Rubrics for all graded class assignments will be available on Canvas. Any instances of academic misconduct will result in a 0 on that assignment or exam and reported according to department- and campus-level policies.

Quizzes

Weekly quizzes will be available on Canvas one week prior to the due date. Quizzes are based on the assigned reading. Students are expected to complete the quiz before the scheduled due date. Students will have 60 minutes to take the quiz; late submissions will receive a 0. Make-up quizzes will not be given.

Exams

Exam absences

An unexcused absence will result in zero points for the exam. An excused absence can only be granted by the course instructor. Students must contact Dr. Gaeta prior to the exam if they are unable to sit for the exam. Family members/significant others may contact the course coordinator on behalf of students who are hospitalized or are otherwise unable to speak directly with the course instructor. It is the student's responsibility to contact Dr. Gaeta before the scheduled exam date, provide documentation for missing the exam, and schedule a make-up exam. Students with accommodations should notify the instructor early in the semester to allow for accommodations for the full semester (i.e. a student who notifies the instructor of accommodations halfway through the semester may have those accommodations for the remaining assignments of the semester; past assignments and exams cannot be retaken).

If a student is given permission to miss an exam, a make-up exam will be administered during the week prior to the final exam at the Testing Center on campus. The make-up exam will be formatted differently from the original exam at the discretion of the course instructor.

- **Exam procedures:**

Test arrival/start: The exam will start at 3:00pm. Students must arrive at least 5 minutes prior to the exam start time. Students should wait quietly outside the classroom while the instructor prepares the room for the exam. Upon entry into the classroom, students are required to leave all personal belongings (study materials, cell phones, textbooks, backpacks, etc.) at the front of the room prior to sitting for the exam. Students must turn off (not silence or vibrate mode) their cell phones and any other electronic devices (Apple watches, smartwatches, tablets, etc.) upon entering the room. No hats or jackets may be worn during the exam. Students must bring their own pencils and Scantron to the exam and should have only a pencil on the desk prior to the exam start time. Students who do not bring a Scantron exam will receive a 0 for the exam. Extra Scantron forms will not be provided on the day of the exam. Students who arrive late will not receive extra time to take the exam and may miss the start of the exam. Students who arrive after the first student has finished the exam and left the room will not be able to sit for the exam. Format of questions on the exams includes, but is not limited to: multiple choice, fill-in-the-blank, short answer, labeling, drawing, and matching.

Test duration and completion: No content questions will be allowed during the exam. Students who have questions about the exam should write it on the front of the exam; concerns will be reviewed after all students have completed the exam. The test period for exams is 75 minutes. Verbal and/or visual reminders of remaining time will be given prior to the end of the exam. Upon completion of the exam or the end of the testing period (whichever is first), students must submit their exam and Scantron to the course instructor at the front of the room. Students must show that their names are on the exam and Scantron when turning in the exam. No exam questions should be copied or removed from the room; removal of exam content is considered cheating, and violators are subject to the academic honesty policy and procedures (which includes a grade of 0 for the exam). Textbooks, study materials, and notes are not permitted for use during the exam.

Commitment to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sacramento State's Academic Honesty Policy & Procedures

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website:

<http://www.csus.edu/umannual/AcademicHonestyPolicyandProcedures.htm>

Definitions: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means."

"Plagiarism is a form of cheating. At Sacramento State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution."

Source: Sacramento State University Library.

Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the Office of Student Affairs.

Note: Course policies are subject to change. It is the student's responsibility to check Canvas and/or email for any updates to the syllabus. Any changes will be announced in class, posted on Canvas, and emailed to the class.

Understand When You May Drop This Course

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed in accordance with the department's policy.

Equal Access

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. Sacramento State Services to Students with Disabilities (SSWD) offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Other Resources

Food security: <http://www.asi.csus.edu/programs/food-pantry/>

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

Course Requirement Grading

<u>Activity</u>	<u>Points Available</u>	<u>Points Earned</u>
Quizzes (10 quizzes x 5 points each) Note: There are 12 quizzes. The lowest two quiz grades will be dropped.	50	
Exam I	100	
Exam II	100	
Final exam	200	
Rehabilitative process assignment	25	
Reflection paper assignment	25	
Assistive technology assignment	25	
Attendance / participation	20	
<u>TOTAL COURSE POINTS AVAILABLE</u>	545	
Extra credit if all attendance/participation points are received	+ 5 to final total	

Overall Percentage Needed

Note: Scores that are on the border between two grades will be rounded (e.g. 94.5% will be 95%, 89.5 will be 90%, etc.)

<u>Grade</u>	<u>Percentage</u>
A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	< 60%

COURSE SCHEDULE OF LECTURE TOPICS AND EXAMS

Date	Topic and Activity or Exam	Textbook Readings (additional required reading will be available on Canvas)
01/22	Syllabus, introduction to course, overview of AR	
01/24	Review of anatomy and physiology, acoustics and psychoacoustics, and audiograms	
01/29	What is AR? Purpose, scope of practice, WHO model	Ch. 1 Quiz 1 due
01/31	Adults with hearing loss: Prevalence, journey, psychosocial effects	Ch. 2 Quiz 2 due
2/05	Assessment of hearing and speech perception in adults	Ch. 3 Quiz 3 due
02/07	Listening technology: Hearing aids	Ch. 4 Quiz 4 due
02/12	Listening technology: Cochlear implants and assistive technology	Ch. 4
02/14	Review for Exam I	Assistive technology assignment due
02/19	Exam I	
02/21	Auditory training for adults and older adults	Ch. 5 Quiz 5 due
02/26	Speechreading	Ch. 6 Quiz 6 due
02/28	Communication strategies / difficulties	Ch. 7-9 Quiz 7 due
03/05	Communication strategies / difficulties	Ch. 7-9
03/07	Group AR programs	Ch. 7-9 See Canvas
03/12	Counseling and assertiveness training Introduction to Rehabilitative Process assignment	Ch. 10 Quiz 8 due
03/14	<i>No class—work on Rehabilitative Process assignment (Dr. Gaeta away at conference)</i>	
03/19	<i>Spring break- No class</i>	
03/21	<i>Spring break- No class</i>	
03/26	AR plans	Ch. 11 Quiz 9 due Rehabilitative Process assignment due
03/28	<i>No class—watch “Life and Deaf” (Dr. Gaeta away at conference)</i>	
04/02	Older adults	Ch. 12
04/04	Review for Exam II	
04/09	Exam II	
04/11	Guest lecture: Parent of children with hearing loss (Dr. Gaeta away at conference)	
04/16	Deaf culture	See Canvas
04/18	Children with hearing loss: Prevalence, parents, legal	Ch. 13 Quiz 10 due

		Reflection paper due
04/23	Infants and toddlers with hearing loss	Ch. 14 Quiz 11 due
04/25	School-age children with hearing loss	Ch. 15
04/30	Auditory training for children	Ch. 16
05/02	Speech, language, and literacy outcomes	Ch. 17
05/07	Central auditory processing disorders	See Canvas Quiz 12 due
05/09	Last day of class Course evaluations Review for final exam	
05/14	Final exam (tentatively scheduled) 3:00-5:00 pm TBD	

Please note that dates, topics, and assignments are subject to change. In the event of a change, you will be given ample notification of the change.

CSAD 133: Aural Rehabilitation

This course has been designed to be in direct support of the following American Speech-Language-Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.