



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2020	Course: CSAD 133 Aural Rehabilitation.	Section: 02
Meeting Days: MW	Meeting Times: 7:30 PM-8:45 PM	Location: CSAD 133 is being taught synchronously at https://csus.zoom.us
Instructor: Dr. Robert Ivory, Au.D.	Email: robert.ivory@csus.edu	Phone: 916-278-6631
Office Location: Zoom	Office Hours/Appointments: Saturday 9 AM – 10:30 AM and by appointment (undergraduate only)	

Catalogue Course Description:

CSAD 133. Aural Rehabilitation.

3

Units

Prerequisite(s): [CSAD 125](#), [CSAD 126](#), [CSAD 130](#), [PSYC 2](#), [STAT 1](#), [CHDV 30](#), and [DEAF 51](#).

Term Typically Offered: Fall, Spring

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.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
Personal and Social Responsibility, Including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	N
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Course Learning Outcomes:

UNDERGRADUATE

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 XYX SPECIFIC STUDENT LEARNING OUTCOMES:

1. Summarize aural rehabilitation and its place in the contemporary scope of practice for audiologists and speech-language pathologists.
2. Describe procedures for interpreting hearing sensitivity and speech understanding in children and adults.
3. Explain how amplification (including hearing aids, implantable devices, and hearing assistive technology) can be used in the management of hearing loss in children and adults.
4. Discuss appropriate communication strategies and intervention approaches for children and adults with hearing loss.
5. Outline the major components and supporting theories of aural rehabilitation programs.
6. Describe the effects of hearing loss on speech and language development and literacy outcomes.

Course Learning Outcome	Components Indicating Competence	Grades Received
#1	Exam 1, Final Exam	
#2	Exam 1, Exam 2, Exam 3, Final Exam, Project #1	
#3	Exam 1, Exam 2, Exam 3, Final Exam, Project #2 and #3	
#4	Exam 1, Exam 2, Exam 3, Final Exam, Project #3	
#5	Exam 1, Exam 2, Exam 3, Final Exam	
#6	Exam 3, Final Exam	

Textbooks and Materials:

Introduction to Audiologic Rehabilitation, 2018, 7th Edition, Schow, R.L. & Nerbonne, M.A. Pearson.

Mayer, C., Trezek, B.J. Literacy outcomes in deaf students with cochlear implants: current state of the knowledge, *The Journal of Deaf Studies and Deaf Education*, Volume 23, Issue 1, January 2018, Pages 1–16, <https://doi.org/10.1093/deafed/enx043>

Harris, M., Terlektsi, E, & Kyle, F.E. (2017). Literacy outcomes for primary school children who are deaf and hard of hearing: a cohort comparison study. *Journal of Speech, Language, and Hearing Research*, 60, 701 -711.

Tye-Murray, N. (1992). Preparing for communication interactions: the value of anticipatory strategies for adults with hearing impairment. *Journal of Speech and Hearing Research*, 55, 430 – 435.

Tye-Murray, N. (1991). Repair strategy usage by hearing-impaired adults and changes following communication therapy. *Journal of Speech and Hearing Research*, 34, 921 – 928.

Lillemor R.-M. Hallberg & Sven G. Carlsson (1991) A qualitative study of strategies for managing a hearing impairment, *British Journal of Audiology*, 25:3, 201-211, DOI: 10.3109/03005369109079853Moeller, M.P.,

Ross, M. (1997). A retrospective look at the future of aural rehabilitation. *Journal of the Academy of Rehabilitative Audiology*. 30, 11-28.

Online Resources:

CANVAS

Course Requirements/Components:

Attendance:

Students are expected to arrive in class on time, prepared to participate and engage in classroom activities for both in-person and synchronous/virtual interactions. Students are responsible for class content, lecture materials, assignments, announcements, and must be aware of changes in the class schedule. Students are advised that instructional faculty may include an attendance policy in courses, which may require attendance as part of the student's course grade. These policies will be set in the syllabus.

Attendance is mandatory. Attendance and participation will count for 10% of your grade. I understand that occasionally people get sick and/or life events happen, so you are allowed up to 3 absences for the semester which will not be counted against you. If you do miss a class, it is your responsibility to get the material that was covered from your classmates. Do not ask me for it. Remember that the information reviewed in class may not be found anywhere else.

Exams: There will be 3 exams given throughout the semester. The exams can include a combination of multiple-choice questions, matching, short answer, fill in the blanks, and/or essay type questions. Each exam will be worth 100 points. The exams will cover all readings, lectures, including guest lectures and assignments. Each exam will cover the topics of each section. However, this class is cumulative, and you will need to have a good understanding of the material in each section in order to continue to the next section. And as such previous subject matter maybe tested during these exams. All exams are required. **Make ups are at teacher discretion.**

Final Exam: There will also be a **CUMULATIVE** final exam which will be given during finals week. The final exam will be worth 150 points.

Assignments/projects: There are three assignments/projects that must be completed and handed in.

1. Audiometric interpretations. You will be given 10 audiograms that you will need to describe using degree, configuration/type/laterality. This assignment is due no later than Friday 2/12/21 at 5 PM.
2. See supplemental learning activities #2 on page 212. Figure 7.5 of this chapter is an empty grid that helps people sort out the pluses and minuses of making a decision. Sketch out this grid on a blank piece of paper. Put yourself in the “shoes” of a woman, age 55, who works as a nurse of the post-op floor of a typical hospital. She has a bilateral moderate hearing loss but has not yet decided to get hearing help. Fill out the grid as she might fill it out. If either column is significantly longer than the other, keep thinking. When we genuinely empathize with others, we will see more concerns through their eyes than we see with our own. Due no later than Friday 3/19/21 at 5 PM.
3. Case Study evaluation. CORE and CARE Worksheet and Case Study Template. The link is provided on page 456, supplemental learning activity #1. To gain a better understanding of the audiologic rehabilitation process in terms of assessment and management, “take apart” a case study and place it into the CORE/CARE rehabilitation model. Step-by-step instructions are found on the website. You simply need to download the CORE/CARE template, then select an audiologic rehabilitation case from either the adult's

or children's case studies (omit the adult dizzy patient). This assignment is due no later than Wednesday, 5/10/2021 at midnight.

Speakers: There may be an occasional speaker coming to class. You will be given notice in advance of the speaker's lecture date if any. Attendance is mandatory.

Grading Policy:

Source	Points
Attendance/Participation	65
Exams	300
Final	150
Audiogram Project	40
HA decision making Project	45
Case Study Project	50

Letter grades are assigned according to the following scores

%	Letter
100 – 95.0	A
94.9 – 90.0	A-
89.9 – 87.0	B+
86.9 – 83.0	B
82.9 – 80.0	B-
79.9 – 77.0	C+
76.9 – 73.0	C
72.9 – 70.0	C-
69.9 – 67.0	D+
66.9 – 63.0	D
62.9 – 60.0	D-
59.9 or below	F

Course Policies/Procedures:

Course Registration and Sections: You must attend the section for which you have registered. Please do not ask me if it is okay to be registered in one class and attend another for the semester. No one wants to be in the later class, but the other two sections cannot accommodate all the students from the later section. So, to be fair, **EVERYONE MUST STAY IN THEIR REGISTERED SECTION.** I understand that occasionally there may be a compelling reason for a student sit in another section for a single class, however this will be reviewed case by case.

Attendance: Attendance is mandatory. Attendance and participation will count for 10% of your grade. I understand that occasionally people get sick or other life situations come up unexpectedly, so you are allowed up to 3 absences for the semester that will not be counted against you. If you do miss a class, it is your responsibility to get the material that was covered from your classmates. Do not ask me for it. The information reviewed in class may not be found anywhere else.

Policy on making up exams and quizzes: There are no make-up exams.

No make-up exams are given unless there is a documented medical emergency with written proof. Being late for an exam or quiz will not entitle you to extra time. Please make sure you arrange your schedules to be here on time for the exams.

Group Discussions: If you need to speak to your classmate on an issue not pertaining to the lecture please leave the room. If it pertains to the class, please ask me or address the entire class. Please keep your behavior in class professional.

Cell Phone Policy: Please keep your cell phones turned off during class. If you absolutely need it to be on, please keep it on “vibrate” mode and sit near the exit. If you need to take a call, please leave the classroom silently and come back when you are finished. You do not need to ask permission to leave or enter the class.

Computer Policy: Accessing CANVAS or class material during class is allowed. **Viewing content online that is not part of class instruction is not allowed and you will be asked to leave class if you do so and you will forfeit any points for attendance/class participation for that class.**

Drop/Add: Students may drop and add classes according to University Policy. Students must fill out appropriate forms and meet University deadlines to drop or add classes.

Special Needs/Accommodations: Any student who does not understand or accept the contents or terms of this syllabus or has a disability or condition that compromises his or her ability to complete course requirements must notify the instructor in writing within one week of receiving this syllabus. They must then seek assistance from Disabled Students Services and/or the Learning Center.

TENTATIVE Course Schedule/Outline:

Week	Lectures	Lectures	Readings
Week 1 1/25 – 1/27	Mon 1/25 Review of Anatomy and Physiology Overview of AR	Wed 1/27 Hearing Loss Characteristics/ Audiometric Interpretation	Text – Chapter 1 A retrospective look at the future of aural rehabilitation.pdf
Week 2 2/1 – 2/3	Mon 2/1 Audiometric Interpretation/Effects of Hearing Loss	Wed 2/3 Hearing Aids	Text – Chapters 1, 2
Week 3 2/8 – 2/10	Mon 2/8 Hearing Aids	Wed 2/10 Cochlear Implants	Text – Chapters 2, 3 Audiometric interpretation project due.
Week 4 2/15 – 2/17	Mon 2/15 Cochlear Implants	Wed 2/17 Related Technology	Text – Chapter 2, 3,
Week 5 2/22 – 2/24	2/22 Auditory Training Exam Review	2/24 Exam 1	Chapter 4

Week 6 3/1 – 3/3	3/1 Auditory Training Speech Reading	3/3 Speech Reading Communication Strategies	Text – Chapters 4, 5 Preparing for Communication interactions: the value of anticipatory strategies for adults with hearing impairment. Repair Strategy Usage by Hearing Impaired Adults and changes following communication therapy. A qualitative study of strategies for managing a hearing impairment.
Week 7 3/8 – 3/10	3/8 Psychosocial Aspect of Hearing Loss and Counseling	3/10 Audiologic Rehabilitation across the adult life Span: Assessment and Management	Text – Chapters 7, 10
Week 8 3/15 – 3/17	3/15 Audiologic Rehabilitation across the adult life Span: Assessment and Management	3/17 Exam 2	Text – Chapters 10 Hearing Aid Pros and Cons Project due
Week 9 3/22 – 3/24	3/22 Spring Break	3/24 Spring Break	Spring Break
Week 10 3/29 – 3/31	3/23 Evaluating Children for Hearing Loss	3/31 No Class	Text – Chapters 9 My Baby Has Hearing Loss 2014.pdf
Week 11 3/30 – 4/3	3/30 Language and Speech of the Deaf and Hard of Hearing	4/1 Audiologic Rehabilitation for Children	
Week 11 4/5– 4/7	4/5 Language and Speech of the Deaf and Hard of Hearing	4/7 Audiologic Rehabilitation for Children	Chapters 6, 8 LING Sounds.pdf Erber’s Levels of Auditory Functioning.pdf

		Speech Language and Literacy	Hierarchy of Listening Skills.pdf
Week 12 4/12 - 4/14 AAA 4/14/- 4/16 SAA 4/14	4/12 Audiologic Rehabilitation Services in the school setting Auditory Training	4/14 <i>Sound and Fury</i>	Text – Chapters 6 Describing the trajectory of language development in the presence of severe to profound hearing loss: A closer look at children with cochlear implants versus hearing aids
Week 13 4/19 – 4/21	4/19 Discuss Sound and Fury Central Auditory Processing Disorder Introduction	4/21 Central Auditory Processing Disorder Introduction	The diagnosis and management of auditory processing disorder
Week 14 4/26 – 4/28	4/26 <i>Case Studies Adults/children</i>	4/28 <i>Case Studies Adults/children</i>	Chapter 11, 12
Week 15 5/3 - 5/5	5/3 <i>Case Studies Adults/children</i>	5/5 Review	Chapter 12
Week 16 5/10 – 5/12	5/10 Exam 3 Dead Week Review	5/12 Dead Week Review	Dead Week
Week 17 5/17 – 5/19	Cumulative Final	Cumulative Final	Finals Week

Additional Information

Online Learning

For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html) website
<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see [Guidelines for Online Discussions](#).

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology.
- An open mind towards online education.
- Willingness to share your experiences with others.
- Strong analytical and critical thinking skills for when you "get stuck".
- Resourcefulness - don't be afraid to click on links and explore and ask questions.
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills.
- Update your Internet browser.
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities. Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

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.

Sac 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/student/stu-0100.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 Sac 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, may be reported to the office of student affairs.

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

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. Prefer 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 by the department's policy.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

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.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#)

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>

- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 133 Aural Rehabilitation

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.