

## CSDS 206: AUDIOLOGY FOR TEACHERS OF DEAF AND HARD OF HEARING (D/HH) STUDENTS

### Introduction and Course Description

CSDS 206: Audiology for Teachers of Deaf and Heard of Hearing (D/HH) Students	
Fall 2019	California State University, Fresno
Course Information: Introduction to graduate studies and methods of research in Deaf Studies; concepts and methods of science and clinical research designs; graduate level professional and scientific writing skills.	Instructor Name: Stephen D. Roberts, PhD, MBA, CRC, CLCP, CCC-A, FAAA
Units: 3	Office Number: PH 227
Time: Online/Hybrid course	E-Mail: <a href="mailto:stroberts@csufresno.edu">stroberts@csufresno.edu</a>
Location: TBD	Telephone: (559) 278-2421
Website: Canvas	Office Hours: Tuesday: 9:00 am - Noon. Online Consultation Hours: TBA

**Class Meetings: Face to Face** – August 22<sup>nd</sup> & 23<sup>rd</sup> (3.5 hours) and November 15<sup>th</sup> & 16<sup>th</sup> (5.5 hours). This is an 80 / 20 web-based program – 80% of our coursework will occur online and 20% will occur during our two face-to-face meetings. The required CDDS face-to-face meetings are on Thursday, August 22<sup>nd</sup> at 3:00 pm through Friday, August 23<sup>rd</sup> at 3:00 pm - and – Thursday, November 14<sup>th</sup> at 4 pm through Saturday, November 16<sup>th</sup> at 12:15 pm. Prior to the face-to-face meetings, a schedule for all of your classes during those meeting dates will be provided to you. All class materials, including quizzes and exams, are accessible on Canvas. Log into the California State University, Fresno website. Look for the drop down menu on the homepage and go to Canvas. To log in, you must have a CSUF e-mail username and password. Because of additional time it may require to become familiar with Canvas, become comfortable in the virtual classroom environment and become familiar with any related computer applications, you may spend **MORE** time fulfilling the requirements for this class than you would in a class that meets on campus. You are expected to log onto the course a minimum of six-seven times per week. You are also expected to read your email regularly, at least 4-5 times per week. This course is very intense and takes a significant time commitment.

### Course Description

Prerequisite: CDDS 128, 131.

Habilitative and rehabilitative procedures to assist students with hearing loss; amplification, speech-reading, auditory training, speech and language training; psycho-socio-educational issues

### Technical Requirements

To take this class, you must have the following:

1. A computer with a good quality webcam and high-speed Internet access. If you have no computer or an older model you may be eligible for financial aid to get a new one. Contact the Financial Aid office for more information.

2. Firefox web browser on your computer. Free download at <http://www.mozilla.com/> Be careful about updates. Keep an old copy of the web browser in case the newer update has bugs that interfere with Canvas.
3. An e-mail account with CSUFRESNO per University Policy. Keep in mind that all e-mails related to this course will be done via this account.
4. Microsoft Office (You may purchase Microsoft Office at a steep discount from CVIP or at the bookstore with your Fresno State ID). Note: *Microsoft WORKS is not compatible with Microsoft Office applications*. Alternatively, you may use Open Office which is a free download from [www.openoffice.org](http://www.openoffice.org) Remember to save documents from Open Office as .doc or .rtf format so others can open them.
5. Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: <http://www.adobe.com> and download the free reader. You will need this plug-in to access documents posted in this class.
6. Quicktime Player. If you do not have this, it is free and available at [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/) You will need this to view the video clips.
7. Your web browser may prompt you to add or update plugins like Flash, Real Player, etc. If so please follow the directions given to update.
8. Canvas support: Click on the Canvas (Bb) Help link near the top of the page when signed on to Bb. This will provide information for most common questions and issues. You can call TILT for Bb support at 278-7373 or contact the Help Desk at 278-7000.
9. It is **your** responsibility to resolve **any** technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

### **Contacting Your Instructor**

For questions related to the course materials, clarification of assignments, or general questions please email [Stroberts@csufresno.edu](mailto:Stroberts@csufresno.edu) and a response will be sent to all class participants. Although you may call our offices and leave a message, the fastest way to make contact is by email. Generally email is answered within 48 hours of receipt, especially Mondays through Fridays. If you do not get a reply within 48 hours, feel free to follow up with another e-mail.

### **Required Textbooks and Materials**

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

All other materials are accessible through the Canvas website, including assigned readings, power point presentations and YouTube lectures. It is the goal of the instructor to empower students with the ability to access resources to answer questions which may arise during the course of classroom lecture. Interactive discussions and spontaneous Internet research will be an integral part of the class. **HOWEVER, TAPE RECORDING OF CLASSROOM LECTURES IS NOT ALLOWED.**

### **Course Goal and Primary Learning Outcomes**

#### **Course Goal:**

CDDS 206 is a graduate seminar on AUDIOLOGY FOR TEACHERS OF DEAF AND HARD OF HEARING (D/HH) STUDENTS. The course is designed to provide graduate students an understanding and application of hearing instruments and technology, equipment maintenance, early intervention strategies, and parent education.

## Primary Learning Outcomes

At the end of the course, it is expected that students will be able to:

- Acquire a basic understanding of etiologies of hearing loss over a span of ages, components and service providers in aural/audiological rehabilitation.
- Apply knowledge of assessment procedures, tests results, and audiologist's recommendations to family-centered programs and the school environment.
- Describe components and functions of hearing aids, FM systems, cochlear implants, bone anchored hearing aids, and other assistive listening devices.
- Compare and contrast important features of hearing aids, ear molds, acoustic modifications.
- Use communication strategies to enhance conversation with individuals who have a hearing loss.
- Design a Power point presentation for use in home visits with families.
- Analyze auditory information and audiologist's recommendations in a case study.
- Perform equipment checks and troubleshoot malfunctioning equipment.
- Evaluate the benefits of early assessment and intervention.
- Synthesize current research in a written paper.

### CSDS 206 Tentative Schedule Fall 2019

Dates	Topics
<b>F2F Session</b> <b>8/22<sup>nd</sup> &amp; 23<sup>rd</sup></b>	<ul style="list-style-type: none"> <li>• <b>Course and Syllabus Introduction and Overview:</b> Introduction to Aural Rehabilitation – Infants, Children, and Young Adults</li> </ul>
<b>Week #1:</b> <b>8/25–8/31</b>	<ul style="list-style-type: none"> <li>• <b>Module 1:</b> Newborn Hearing Screening in California</li> </ul>
<b>Week #2:</b> <b>9/01–9/07</b>	<ul style="list-style-type: none"> <li>• <b>Module 2:</b> Diagnostic Audiologic Assessment -               <ul style="list-style-type: none"> <li>○ Part I – Hearing Assessment</li> <li>○ Part II – Basic Audiological Assessment</li> </ul> </li> <li>• Part III - Speech Audiometry</li> </ul>
<b>Week #3:</b> <b>9/08–9/14</b>	<ul style="list-style-type: none"> <li>• <b>Module 3:</b> Common Ear/Auditory Pathologies Review of Anatomy and Physiology of the Ear Central Auditory Processing Sciences (CAPD)</li> </ul>
<b>Week #4:</b> <b>9/15–9/21</b>	<ul style="list-style-type: none"> <li>• <b>Module 4:</b> Pediatric Audiology (Infants, Toddlers, Young Children)</li> </ul>
<b>Week #5:</b> <b>9/22–9/28</b>	<ul style="list-style-type: none"> <li>• <b>Module 5:</b> Counseling Parents of Infants/Children with Hearing Loss "Lost Dreams &amp; Growth: Parent Concerns" - Parts 1, 2 and 3</li> <li>• Lost Parental Dreams: Introduction to Grief Counseling</li> </ul>
<b>Week #6:</b> <b>9/29–10/05</b>	<p><b>Thought Provoking Questions Discussion Groups (Modules 1 – 5)</b> <b>Due:</b> Modules 1 through 5 TPQs uploaded to Canvas on October 3<sup>rd</sup> by 10 pm.</p>
<b>Between</b> <b>10/04 at 6</b> <b>am and</b>	<p><b>Online Midterm #1 Examination (Modules 1 through 5):</b> Tentatively scheduled to be taken online (via Canvas) from Friday, October 4<sup>th</sup> at 10 pm until Monday, October 7<sup>th</sup> at midnight.at 6 am until Monday, October 7<sup>th</sup> at midnight.</p>

10/07 at midnight	
Week #7: 10/06-10/12	<ul style="list-style-type: none"> <li>• <b>Module 6:</b> Amplification (Hearing Aids and Earmolds)</li> </ul>
Week #8: 10/13 –10/19	<ul style="list-style-type: none"> <li>• <b>Module 7:</b> Hearing Assistance Technology Systems (HATS)</li> </ul>
Week #9: 10/20 –10/26	<ul style="list-style-type: none"> <li>• <b>Module 8:</b> Cochlear Implants</li> </ul>
Week #10: 10/27 –11/02	<ul style="list-style-type: none"> <li>• <b>Module 9:</b> Bone Anchored Hearing Devices</li> </ul>
Week #11: 11/03–11/09	<ul style="list-style-type: none"> <li>• <b>Module 10:</b> Communication Strategies ---</li> <li>• <b>Due:</b> Research paper on Saturday, November 8th at 10 pm.</li> </ul>
Week #12: 11/10 –11/16	<ul style="list-style-type: none"> <li>• <b>Module 11:</b> Aural Habilitation/Rehabilitation Planning &amp; Early Intervention</li> </ul>
F2F Session 11/15th & 16th	<ul style="list-style-type: none"> <li>• <b>Module 11:</b> Aural Habilitation/Rehabilitation Planning &amp; Early Intervention</li> <li>• <b>Guest Speaker:</b> Antonina Cardinali, Auditory-Verbal Therapist &amp; D/HH Specialist</li> <li>• <b>Topic:</b> Auditory-Verbal Approach &amp; Early Intervention</li> <li>• <b>Guest Speaker:</b> Dr. Nancy Delich –Social Work Professional</li> <li>• <b>Topic:</b> Building Self-Efficacy with D/HH Children</li> </ul>
Week #13: 11/17 –11/23	<ul style="list-style-type: none"> <li>• <b>Due:</b> TPQs (Modules 6 – 11) uploaded to Canvas by Thursday, November 21st at 10 pm</li> </ul>
Between 11/22 at 6 am and 11/25 at midnight	<ul style="list-style-type: none"> <li>• <b>Online Midterm #2 Examination (Modules 6 through 11):</b></li> <li>• <b>Due:</b> Midterm 1 scheduled to be taken online (via Canvas) from Friday, November 22nd at 6 am until Monday, November 28th at midnight.</li> </ul>
Week #14: 11/24 –11/30	<ul style="list-style-type: none"> <li>• <b>Work on Early Intervention Power Point Presentation and Sample Plan</b> <b>Thanksgiving Recess (11/27 – 29)</b></li> </ul>
Week #15: 12/01–12/07	<ul style="list-style-type: none"> <li>• <b>Work on Early Intervention Power Point Presentation and Sample Plan</b></li> </ul>
Week #16: 12/08 –12/14	<p><b>Final Project: Aural Habilitation/Rehabilitation Project and Sample Plan Presentations</b></p> <ul style="list-style-type: none"> <li>• <b>Due:</b> Aural Habilitation/Rehabilitation Program PowerPoint Project uploaded to Canvas on December 12th by 10 pm and email hard copy to Dr. Roberts at the same time.</li> <li>• <b>Due:</b> Aural Habilitation/Rehabilitation Sample Plan uploaded to Canvas on December 12th by 10 pm and email hard copy to Dr. Roberts at the same time.</li> </ul>
Between 12/13 at 6 am and 12/16 at midnight	<ul style="list-style-type: none"> <li>• <b>Due:</b> Threaded Discussion. Comment on your peers' Early Intervention Power Point Presentation and Sample Plan uploaded via Canvas from Friday, December 13th at 6 am until Monday, December 16th at midnight.</li> </ul>

## Examinations and Major Assignments

Within Canvas your assignments, journal entries, discussion threads, readings, exams, and activities will all be organized under the Learning modules' tab located on the left side of the CDDS 206 course. There are a total of twelve (12) learning modules and within each learning module will be instructions to complete the assignments for that learning module. Your class strives to form a community of learners; the cohesiveness of the group influences the depth of the learning and exchange of ideas in the online classroom.

### 1. Module Activities: (60 points)

There will be 11 module-related activities (i.e., 11 module-related TPQs journal entries) related to the readings, lectures, and course materials worth 5 points for each module. You are responsible to complete 10 of the 11 module-related activities and post it as a journal entry to Canvas. An additional 5 points will be earned if you complete an 11<sup>th</sup> module-related activity assignment. The TPQ module activities are designed to focus on the key points of each module, prepare you for the midterm examinations, and provide demonstration of knowledge for the course competencies. **They are due to be posted on Canvas by 10 PM on the date below unless otherwise specified:**

<b>Due: 10/03 Module 1:</b>	Journal Entry #1 (Newborn Hearing Screening in California)
<b>Due: 10/03 Module 2:</b>	Journal Entry #2 (Diagnostic Audiologic Assessment)
<b>Due: 10/03 Module 3:</b>	Journal Entry #3 (Common Ear/Auditory Pathologies)
<b>Due: 10/03 Module 4:</b>	Journal Entry #4 (Pediatric Audiologic Assessments)
<b>Due: 10/03 Module 5:</b>	Journal Entry #5 (Counseling Children/Parents/Families)
<b>Due: 11/21 Module 6:</b>	Journal Entry #6 (Amplification: Hearing Aids and Earmold)
<b>Due: 11/21 Module 7:</b>	Journal Entry #7 (Hearing Assistance Technology Systems - HATS)
<b>Due: 11/21 Module 8:</b>	Journal Entry #8 (Cochlear Implants)
<b>Due: 11/21 Module 9:</b>	Journal Entry #9 (Bone Anchored Hearing Devices)
<b>Due: 11/21 Module 10:</b>	Journal Entry #10 (Communication Strategies )
<b>Due: 11/21 Module 11:</b>	Journal Entry #11 (Aural Rehabilitation/Early Intervention)

### 2. Examinations: (Two Midterm Examinations – 100 points each)

Two midterm examinations will be administered **online**. Exams will comprise of multiple choice, true or false, and/or matching style questions. Content will be taken from class lectures, assigned readings, and class presentations. The examinations are worth **100 points each**. Each of the two scheduled midterm examination is timed, and you will have up to two hours to take the examination.

**Online Examination #1 (100 points):** Multiple choice and matching questions on information from Modules 1 - 5.

**Date:** Between **Friday, September 27<sup>th</sup> at 6 am until Monday, September 30<sup>th</sup> at midnight.**

**Online Examination #2 (100 points):** Multiple choice and matching questions on information from Modules 6 - 12.

**Date:** Between **Friday, November 22<sup>nd</sup> at 6 am until Monday, November 25<sup>th</sup> at midnight.**

### 3. Research Paper (100 points)

You will research a current issue related to spoken aural/auditory rehabilitation for deaf or hard of hearing students. The 5-6 page, approximately 1500-word paper requires that you integrate at least 5 articles of original source research and follow APA format including title page, abstract, research paper, and references (See grading rubric below). Assignment must be utilize APA style (6th edition) and uploaded to Canvas.

Topics must be approved by your instructor as you begin your research. Possible topics include, but not limited to the following: bimodal hearing; new hearing technology; efficacy of CART; cochlear implants; hearing aid features; classroom acoustics; speech acoustics; brain development with auditory & visual languages; efficacy of technological devices for the school environment; hearing assistance technology systems (HATS); communication strategies training with hard of hearing children and/or adolescents; audiovisual speech perception and speechreading training with children and adolescents; auditory training with infants, children and/or adolescents; music appreciation training with infants, children and adolescents; self efficacy/ assertiveness training with hard of hearing children and/or adolescents; and counseling and psychological support with families of hard of hearing/deaf children.

**Due Date: Research Paper uploaded to Canvas by 10 pm on Saturday, November 9th.**

**Research Paper Grading Criteria:** The following rubric provides criteria used in the grading:

Yes	No	
		<b>A. APA Format (20 points)</b>
		A minimum of 5 references from appropriate sources.
		The reference page is formatted according to APA guidelines.
		APA format is used throughout the paper to cite references.
		APA format is used on the title page.
		Running head is used in APA format.
		Direct quotes, if used, are used according to APA format.
		Block quotes, if used, are used according to APA format
		All other APA requirements are used.
		<b>B. Organization (10 points)</b>
		There are identifiable sections of the project (introduction, body, and conclusion).
		Ideas in the paper are supported by appropriate references.
		The main ideas in the paper are clear.
		The conclusion provides a clear summary of the paper and concluding remarks.
		There is a flow to the organization of the paper.
		<b>C. Writing Style (20 points)</b>
		The paper demonstrates university level spelling.
		The paper demonstrates university level grammar.
		The paper demonstrates university level punctuation.
		<b>D. Content (20 points)</b>
		The quality of the subject being discussed demonstrates critical thinking.
		The assigned topic is explored appropriately.
		Research is explored and defined from multiple perspectives.
		<b>F. Clarity of Expression / Style (10 points)</b>
		The paper demonstrates graduate level work.
		The paper includes application of the course material.
		<b>G. Presentation (20 points)</b>

		The presentation information is accurate.
		The presentation is easy to follow.
		The presentation displays important information using diagrams, tables, charts or other visual supports.

Grades have the following meanings:

A	90 - 100 points: An outstanding paper that represents all the required elements completed in an insightful manner. The quality of this assignment clearly demonstrates a clear understanding of culture, integration with course content, careful reflection, important insights and university level presentation
B	80 - 89 points: A very good project that clearly meets the criteria. It is less developed than the “A” project and may slight some elements. It may have minor problems with areas in the grading criteria, development, clarity, depth of analysis, level of integration with course concepts, and presentation.
C	70 - 79 points: A good project that is satisfactory in meeting the criteria. The presentation is weaker in depth, substance, expression, and/or development than the A or B papers. The insights may be general and less integrated.
D	60 - 69 points: A minimally acceptable project that does not represent university level development of ideas, critical thinking, and integration.
F	0 – 59 points. This assignment was not handed in or has major deficiencies and does not meet the minimum requirements for a passing grade.

#### 4. Early Intervention PowerPoint Presentation: (100 points)

Create a Power Point presentation to share with parents on the topic of preparing an early intervention/aural rehabilitation program for their child with one of the following types of hearing loss and amplification fittings:

- a. 18-month old child with a bilateral moderate-to-severe sensorineural hearing loss due to a progressive hereditary family history of hearing loss and fitted with binaural postauricular hearing aids
- b. 18-month old child with a bilateral moderate-to-severe conductive hearing loss due to congenital atresia and fitted with a softband bone anchored hearing device with bilateral speech processors
- c. 18-month old child with a bilateral profound sensorineural hearing loss due to meningitis and fitted with bilateral cochlear implants.
- d. 18-month old child with a bilateral profound sensorineural hearing loss due to auditory neuropathy spectrum disorder and fitted with bilateral cochlear implants.

You will need 20-30 slides that will provide parents with information on a home-based early intervention/aural habilitation activity for their child (i.e., listening skills, receptive and expressive language skills, communication pragmatics, daily maintenance of hearing instruments). Each slide will need a unique title. Use a consistent font for each title.

- Try not to have more than two to three sentences per slide
- Use bullets for important concepts
- No more than 5 – 10 words per bullet
- No more than 5 bullets per slide
- Use only graphics that fit with the message of the slide

You may consult with other students, but each student must have a unique presentation. The assignment is worth 100 points. You will present your completed Power Point presentation to your classmates posted in an online format.

**Due Date:** Uploaded to Canvas by 10 pm on Thursday, December 12<sup>th</sup> and email hard copy to Dr. Roberts at the same time.

**5. Sample Early Intervention Home Visit Plan (40 points)**

Utilizing your Power Point presentation, design a home visit plan. Your plan must have an activity (e.g., listening skills, receptive and expressive language skills, communication pragmatics, daily maintenance of hearing instruments) with family members that demonstrate the concepts from the information in your PowerPoint presentation. You will present your completed Home Visit Plan to your classmates posted in an online format.

**Due Date:** Uploaded to Canvas by 10 pm on Thursday, December 12<sup>th</sup> and email hard copy to Dr. Roberts at the same time.

**6. Threaded Discussion Assignment: (10 points)**

- Read and comment on your classmates Aural Habilitation/ Early Intervention Power Point Presentation assignment.

**Due Date:** Comment on your peers' Early Intervention Power Point Presentation and Sample Plan uploaded via Canvas from Friday, December 13<sup>th</sup> at 6 am until Monday, December 16<sup>th</sup> at midnight.

**Grading Requirements**

Unless otherwise arranged with the instructor, all required assignments are due **on or before** the date specified in the course syllabus. Late assignments will not receive the maximum allotted points. Late assignments will result in 5% reduction per day. No assignments will be accepted after the last day of class.

University policy specifies that an Incomplete is to be given ONLY if (a) two-thirds of the coursework has been satisfactorily completed, and (b) a portion of the required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit for the course.

Assignment	Point Value
TPQ Module Activities	50
Midterm Examination #1	100
Midterm Examination #2	100
Research Paper	100
Aural Habilitation/Rehabilitation Program Presentation	100
Aural Habilitation/Rehabilitation Sample Plan Presentation	40
Threaded Discussion	10
Total Points Possible	500
<b>Note: Additional coursework may be assigned</b>	

**The student grades will be calculated objectively as follows**

90-100%	A	450-500 points
80-89%	B	400-449 points
70-79%	C	350-399 points
60-69%	D	300-349 points



Below 60%	F	0-299 points
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### Canvas and Technical Difficulties

All work must be submitted through Canvas as explained in the assignment, exam, or discussion instructions. There have been very few problems with the stability of Canvas. To minimize the likelihood that technology problems prohibit you from submitting the work, you should complete the work as early as possible so that you can contact someone for assistance with any technology problems. However, in the event you cannot log onto Canvas to complete the work, send your work to me either [Stroberts@csufresno.edu](mailto:Stroberts@csufresno.edu) or as an attachment. Place your name in the subject of the email. Please be aware that if the difficulty logging in is due to a problem with your ISP, connection or other issue and if Canvas is functional, we will unlikely accept the work submitted by email. It is difficult for me to verify personal technology problems. If it is a Canvas problem, we can confirm that with the University and we will accept the work.

### CSDS 206 Tentative Schedule Fall 2019

Dates	Topics
<b>F2F Session</b> <b>8/22<sup>nd</sup> &amp; 23<sup>rd</sup></b>	<p><b>Course Orientation, Syllabus Overview and Introduction to Aural Rehabilitation</b></p> <p><b>Face-to-Face Session:</b> CDDS 206 Introduction, course outline, orientation to Canvas, class schedule, tour of Audiology Clinic and overview of Modules I, II, III and V.</p> <p><b>Objective:</b> The purpose of this module is to provide an overview of <b>AUDIOLOGY FOR TEACHERS OF DEAF AND HARD OF HEARING (D/HH) STUDENTS</b></p> <p><b>Student Learning Outcomes:</b> Student will:</p> <ol style="list-style-type: none"> <li>1. Explain the services and service providers of aural/audiologic rehabilitation services.</li> <li>2. Describe impact of hearing loss for children and adults.</li> <li>3. Contrast typical auditory development for children with normal hearing and auditory development for children with hearing loss.</li> <li>4. Describe the scope of practice for Speech-Language Pathologists in Aural Habilitation/Rehabilitation.</li> </ol> <p><b>Welcome and Introduction</b></p> <ul style="list-style-type: none"> <li>• <b>PowerPoint Presentation:</b> “CSDS 206 Course Overview Syllabus Review”</li> <li>• <b>PowerPoint Presentation:</b> “Introduction to AUDIOLOGY FOR TEACHERS OF DEAF AND HARD OF HEARING (D/HH) STUDENTS”</li> <li>• <b>PowerPoint Presentation:</b> “Understanding Hearing Loss?”</li> <li>• <b>PowerPoint Presentation:</b> “Psychosocial Issues Associated with Hearing Loss?”</li> <li>• <b>Module 1: PowerPoint Presentation:</b> “Newborn Hearing Screening in California”</li> <li>• <b>Module 5: Power Point Presentation:</b> “Lost Parental Dreams: Introduction to Grief Counseling”</li> </ul> <p><b>Assigned Reading</b></p> <ul style="list-style-type: none"> <li>• <b>READ:</b> Tye-Murray, Ch.1 Introduction to Aural Rehabilitation pp. 1-40.</li> </ul>

<p><b>Week #1:</b> 8/25–8/31</p>	<p><b>Module 1: Newborn Hearing Screening</b></p> <p><b>Objective:</b> The purpose of this module is to provide an overview of laws, standards and procedures associated with newborn hearing screening. [L][L][L][L] [SEP][SEP]</p> <p><b>Student Learning Outcomes:</b> At the end of this module, the student will have an understanding of the laws, standards, and procedures associated with newborn hearing screening. [L][L][L][L] [SEP][SEP]</p> <p><b>Power Point Presentation:</b> “Newborn hearing screening in California”</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Tye-Murray Ch.13 Detection and Confirmation of Hearing Loss in Children pp. 481-518</li> <li>• <b>Journal Entry #1 - POST Answers to Thought Provoking Questions (5 points)</b></li> </ul> <p><b>Canvas Table of Contents - Auditory Development - Assigned Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Module 1 Power Point Presentation:</b> Newborn hearing screening in California</li> <li>• Roberts, S. D. (2011). Patient- and family-centered care: Today’s standard of care delivery. <i>CSHA Magazine</i>,40(5), 6-7. <i>Article on history and principles of family centered care.</i></li> <li>• California Newborn Hearing Screening Program <i>Link to the California Department of Health Care Services California Newborn Hearing Screening. Statewide comprehensive program that helps identify hearing loss in infants and guides families to the appropriate services needed to develop communication skills</i></li> <li>• National Center for Hearing Assessment and Management (NCHAM) <i>Excellent website with resources about identification, diagnostic and early intervention service for infants and toddlers with hearing loss. The goal of the National Center for Hearing Assessment and Management (NCHAM) at Utah State University is to ensure that all infants and toddlers with hearing loss are identified as early as possible and provided with timely and appropriate audiological, educational, and medical intervention.</i></li> <li>• California Best Practices Document <i>A publication of the Early Start Work Group in California, 2005</i></li> <li>• JCIH Guidelines <i>Links to all Joint Council on Infant Hearing Guidelines</i></li> <li>• Joint Council on Infant Hearing Supplement <i>Supplement published in 2013</i></li> <li>• Audiology for Parents Link <i>FAQs asked by parents and answered by Cheryl DeConde Johnson, EdD.</i></li> <li>• A Parent’s Wish for Audiologists Link <i>From the parent organization Hands &amp; Voices.</i></li> <li>• Hearing Loss Association Link <i>This web site is designed for adults who have a hearing loss. There is good basic information about hearing aids, cochlear implants, implantable devices, hearing assistive technology, captioning, telephones, and hearing loops. We will discuss all of these things more in-depth during this course’</i></li> </ul>
<p><b>Week #2:</b> 9/01–9/07</p>	<p><b>Module 2: Diagnostic Audiologic Assessment</b></p>

**Objective:** The purpose of this module is to cover the initial assessment of hearing which includes pure-tone air and bone conduction testing, speech audiometry, otoscopy and immittance audiometry.

**Student Learning Outcomes:**

At the end of this module, the student will:

1. Learn the value of otoscopy.
2. Be able to describe the equipment used for immittance audiometry.
3. Be able to explain the findings of immittance audiometry.
4. Describe the techniques and procedures used to establish pure tone air and bone conduction thresholds.
5. Understand the importance of special considerations for pure tone testing.
6. Interpret basic audiometric findings.
7. Be able to describe the purpose of speech audiometry.
8. Be able to identify the various speech audiometry tests.
9. Be able to explain the techniques and procedures associated with speech audiometry.
10. Be able to apply the audiometric findings to expected outcomes.

**PowerPoint Presentation:** “Hearing Assessment Part I”

**PowerPoint Presentation:** “Hearing Assessment Part II”

**PowerPoint Presentation:** “Hearing Assessment Part III”

**PowerPoint Presentation:** “Interpreting Audiograms”

**Assignments**

- **Read:** Tye-Murray Ch.3 Assessing Hearing Acuity and Speech Recognition pp. 85-120
- **Journal Entry #2 - POST Answers to Thought Provoking Questions (5 points)**

**Canvas Table of Contents - Hearing Assessment Parts I, II and III – Assigned Reading**


**Hearing Assessment Part I**

- **Module 2: PowerPoint Presentation:** “Hearing Assessment Part I”  
*This PP presentation covers otoscopy and immittance testing.*
- **Otoscope Tutorial Link**  
*Tutorial for otoscope*
- **Tympanogram Interpretation Link**  
*Helpful information on interpreting a tympanogram. Examples are provided.*
- **Help With Jerger's Classification System Link**  
*This tutorial can aid in interpreting tympanograms based upon Jerger's Classification System.*

**Hearing Assessment Part II**

- **Module 2: PowerPoint Presentation:** “Basic Audiological Assessment – Air Conduction and Bone Conduction”  
*This PP covers air and bone conduction threshold testing, including masking, and test interpretation.*
- **Audiogram Interpretation Link**

	<p><i>This helps to reinforce the concept of what's a conductive, sensorineural or mixed hearing loss. They use a slightly different cutoff for mild hearing loss so please focus on what's on the PP.</i></p> <p><b>Hearing Assessment Part III</b></p> <ul style="list-style-type: none"> <li>• <b>Module 2: PowerPoint Presentation:</b> “Speech Audiometry” <i>This PP presentation covers speech audiometry</i></li> </ul>
<p><b>Week #3: 9/08–9/14</b></p>	<p><b>Module 3: Common Ear Pathologies</b></p> <p><b>Objective:</b> The purpose of this module is to learn of the common ear pathologies, their impact on hearing, and the treatment of these pathologies.</p> <p><b>Student Learning Outcomes:</b> At the end of this module, the student will:</p> <ol style="list-style-type: none"> <li>1. Describe common disorders of the outer, middle and inner ear.</li> <li>2. Be familiar with symptoms that may be associated with ear disorders.</li> <li>3. Identify the impact each disorder has on hearing sensitivity.</li> <li>4. Have knowledge of the standard treatment procedure for common disorders of the outer, middle and inner ear.</li> <li>5. Explain the overall effects of noise auditorily and non-auditorily.</li> <li>6. Characterize disorders of the central auditory system.</li> </ol> <p><b>PowerPoint Presentation:</b> “Review of the Anatomy and Physiology of Auditory System”</p> <p><b>PowerPoint Presentation:</b> “Common Ear Pathologies”</p> <p><b>PowerPoint Presentation:</b> “Central Auditory Processing Disorders in Children (CAPD)”</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• <b>Journal Entry #3 - POST Answers to Thought Provoking Questions (5 points)</b></li> </ul> <p><b>Module 3: Canvas Table of Contents - Common Ear Pathologies - Assigned Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Module 3: PowerPoint Presentation:</b> Ear Pathologies <i>This PP covers the common ear pathologies</i></li> <li>• <b>Module 3: PowerPoint Presentation:</b> Anatomy and Physiology of the Auditory System <i>This PP covers the anatomy and physiology of the outer ear, middle ear, inner ear and central auditory pathway system.</i></li> <li>• <b>Module 3: PowerPoint Presentation:</b> Central Auditory Processing Disorders (CAPD) in Children <i>This PP covers concepts and procedures involved in diagnosis and management of children with CAPD</i></li> <li>• <b>National Institute on Deafness and Other Communicative Disorders (NIDCD) – Otitis Media</b> <i>This is a good informative website on otitis media</i></li> <li>• <b>California Speech-Language-Hearing Association’s Guidelines for the Diagnosis &amp; Treatment for Auditory Processing Disorders</b> <i>Website provides assessment and treatment/management guidelines by CSHA for CAPD</i></li> <li>• <b>American Speech-Language-Hearing Association (ASHA) Technical Report: Central Auditory Processing Disorders</b> <i>Website provides assessment and treatment/management guidelines by ASHA for</i></li> </ul>

	<p><i>CAPD</i></p> <ul style="list-style-type: none"> <li>• <b>American Academy of Audiology (AAA) Clinical Practice Guidelines: Diagnosis, Treatment and Management of Children and Adults with Central Auditory Processing Disorder</b> <i>Website provides assessment and treatment/management guidelines by AAA for CAPD</i></li> <li>• <b>Overview of Central Auditory Processing Disorders by Jennifer B. Shinn, PhD</b> <i>Website provides additional overview information on CAPD</i></li> <li>• <b>Kids Health Otitis Media</b> <i>Website provides information on otitis media</i></li> <li>• <b>National Institute on Deafness and Other Communicative Disorders (NIDCD) – Otitis Media</b> <i>This is a good informative website on otitis media</i></li> <li>• <b>National Institute on Deafness and Other Communicative Disorders (NIDCD) – Auditory Processing</b> <i>Website provides additional information on auditory processing disorders.</i></li> <li>• <b>National Institute on Deafness and Other Communicative Disorders (NIDCD) – Auditory Neuropathy</b> <i>Website provides information on auditory neuropathy</i></li> </ul>
<p><b>Week #4:</b> <b>9/15–9/21</b></p>	<p><b>Module 4: Pediatric Audiology Techniques</b></p> <p><b>Objective:</b> The purpose of this module is to cover the needs and special considerations of the pediatric client in the audiologic assessment.</p> <p><b>Student Learning Outcomes:</b> At the end of this module, the student will:</p> <ol style="list-style-type: none"> <li>1. Have an understanding of auditory development for the purpose of evaluating hearing sensitivity.</li> <li>2. Be able to describe the techniques and procedures that are implemented when assessing hearing of the pediatric client.</li> <li>3. Be familiar with the special tests often used to assess the pediatric client's hearing.</li> <li>4. Be capable of simple interpretation of the objective hearing tests used with pediatric clients.</li> </ol> <p><b>PowerPoint Presentation:</b> “Pediatric Audiology Techniques”</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Tye-Murray Ch.13 Detection and Confirmation of Hearing Loss in Children pp. 481-518</li> <li>• <b>Journal Entry #4 - POST Answers to Thought Provoking Questions (5 points)</b></li> </ul> <p><b>Module 4: Canvas Table of Contents - Pediatric Audiology - Assigned Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Module 5: PowerPoint Presentation:</b> “Pediatric Audiology” <i>This PP covers the basics of testing hearing of the pediatric client. Make sure you turn it on.</i></li> </ul>
<p><b>Week #5:</b> <b>9/22–9/28</b></p>	<p><b>Module 5: Counseling Parents/Families</b></p> <p><b>Objective:</b>  The purpose of this module is to explore the impact of the Deaf/hard of hearing infant or child on the parent and family and to understand the adjustment and/or</p>

	<p>acceptance required of parents and family members.</p> <p><b>Learning Outcome:</b> By the end of the module, the student will be able to identify and implement skills and strategies to listen and support parents of children who are Deaf and hard of hearing.</p> <p><b>Power Point Presentation:</b> “Lost Parental Dreams: Introduction to Grief Counseling”</p> <p><b>Video:</b> "Lost Dreams &amp; Growth: Parent Concerns” - Parts 1, 2 and 3</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Tye-Murray Ch.10 Counseling, Psychosocial Support and Assertiveness Training pp. 343-384.</li> <li>• <b>Journal Entry #5 - POST Answers to Thought Provoking Questions (5 points)</b></li> </ul> <p><b>Module 5: Canvas Table of Contents - Counseling Strategies – Assigned Readings</b></p> <ul style="list-style-type: none"> <li>• <b>Module 5 PowerPoint Presentation:</b> “Lost Parental Dreams: Introduction to Grief Counseling”</li> <li>• <b>Module 5 View Video Segments:</b> "Lost Dreams &amp; Growth: Parent Concerns” - Parts 1, 2 and 3</li> <li>• <b>Luterman</b> articles, “The Counseling Relationship” and “Helping the Helper”</li> </ul>
<p><b>Week #6:</b> <b>9/29–10/05</b></p>	<p><b>Thought Provoking Questions Discussion Groups (Modules 1 – 5)</b></p> <p><b>Due:</b> Modules 1 through 5 TPQs uploaded to Canvas on October 3<sup>rd</sup> by 4 pm.</p> <p><b>Online Midterm #1 Examination (Modules 1 through 5):</b> Tentatively scheduled to be taken online (via Canvas) from Friday, October 4<sup>th</sup> at 6 am until Monday, October 7<sup>th</sup> at midnight.</p>
<p><b>Between</b> <b>10/04 at 6</b> <b>am and</b> <b>10/07 at</b> <b>midnight</b></p>	<ul style="list-style-type: none"> <li>• <b>Online Midterm #1 Examination (Modules 1 through 5):</b></li> </ul> <p><b>Due:</b> Midterm 1 scheduled to be taken online (via Canvas) from Friday, October 4<sup>th</sup> at 6 am until Monday, October 7<sup>th</sup> at midnight.</p>
<p><b>Week #7:</b> <b>10/06-10/12</b></p>	<p><b>Module 6: Amplification</b></p> <p><b>Objective:</b> The purpose of this module is to cover amplification styles, components, features, maintenance and troubleshooting.</p> <p><b>Student Learning Outcomes:</b> At the end of this module, the student will:</p> <ol style="list-style-type: none"> <li>1. Have knowledge on the components of amplification devices.</li> <li>2. Differentiate among the various amplification styles.</li> <li>3. Describe important features that are available among current hearing aid technology, including their strengths and limitations.</li> <li>4. Identify the various styles of earmolds and acoustic modifications.</li> <li>5. Discuss the fitting strategies and techniques employed with hearing aid fitting.</li> <li>6. Describe the unique needs of the pediatric client with regards to amplification.</li> <li>7. Perform a listening check with a behind the ear hearing aids.</li> <li>8. Identify troubleshooting techniques for hearing aids.</li> <li>9. Describe the care and maintenance of hearing aids.</li> </ol> <p><b>PowerPoint Presentation:</b> “Amplification”</p> <p><b>PowerPoint Presentation:</b> “Earmolds”</p>

	<p><b>PowerPoint Presentation:</b> “Amplification Hearing Aid Fitting”</p> <p><b>PowerPoint Presentation:</b> “Amplification Hearing Aid Care and Troubleshooting”</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Tye-Murray Ch.4 Listening Devices and Related Technology pp. 121-147</li> <li>• <b>Journal Entry #6 - POST Answers to Thought Provoking Questions (5 points)</b></li> </ul> <p><b>Module 6: Canvas Table of Contents - Amplification - Assigned Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Module 6: PowerPoint Presentation:</b> “Amplification” <i>This PP covers amplification. There is audio on many, but not all of the slides.</i></li> <li>• <b>Phonak Pediatric Hearing Aids</b> <i>This website provides a wealth of resources for Phonak pediatric hearing aids and wireless accessories.</i></li> <li>• <b>Oticon Pediatric Hearing Aids and Accessories</b> <i>This website provides a wealth of resources for Oticon pediatric hearing aids and wireless accessories.</i></li> <li>• <b>Module 6: PowerPoint Presentation:</b> “Earmolds” <i>Short PP covering the topic of earmolds. Turn on your audio. This outline describes how to make an ear impression.</i></li> <li>• <b>Module 6: PowerPoint Presentation:</b> “Amplification Hearing Aid Fitting” of earmolds. Turn on your audio. This outline describes how to make an ear impression.</li> <li>• <b>Module 6: PowerPoint Presentation:</b> “Amplification Hearing Aid Care and Troubleshooting” <i>This PP covers hearing aid care, listening check, and troubleshooting</i></li> </ul>
<p><b>Week #8:</b> <b>10/13 –10/19</b></p>	<p><b>Module 7: Hearing Assistive Technology Systems (HATS)</b></p> <p><b>Objective:</b> The purpose of this module is to become knowledgeable about assistive listening devices (ALD's)/Hearing Assistive Technology Systems (HATS) and alerting devices.</p> <p><b>Student Learning Outcomes:</b> At the end of this module, the student will:</p> <ol style="list-style-type: none"> <li>1. Be able to describe the various technology available for assistive listening devices.</li> <li>2. Differentiate among the strengths and limitations of ALD's/HATS.</li> <li>3. Be familiar with the current auditory training systems.</li> <li>4. Be able to explain various alerting devices available for the deaf and hard of hearing individuals.</li> </ol> <p><b>PowerPoint Presentation:</b> “Amplification Assistive Listening Device (ALD)”</p> <p><b>PowerPoint Presentation:</b> “Auditory Trainers”</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Tye-Murray Ch.4 Listening Devices and Related Technology pp. 157-168</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Journal Entry #7 - POST Answers to Thought Provoking Questions (5 points)</b></li> </ul> <p><b>Module 7: Canvas Table of Contents - Assistive Listening Devices – Assigned Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Module 7: PowerPoint Presentation:</b> “Amplification Assistive Listening Device (ALD)” <i>This PP will cover assistive listening devices and alerting devices. There is audio to this PP.</i></li> <li>• <b>Module 7: PowerPoint Presentation:</b> “Auditory Trainers” <i>PP covering auditory trainers and classroom acoustics.</i></li> <li>• <b>Auditory Trainer Fitting Protocol</b> <i>This may be used to assess pre and post fitting of an auditory trainer.</i></li> <li>• <b>Listening Environment Profile</b> <i>This may aid in determining if the acoustics of a classroom warrant the use of an FM system. Although made for Phonic Ear, the concept can be applied to all FM systems.</i></li> </ul>
<p><b>Week #9:</b> <b>10/20 –10/26</b></p>	<p><b>Module 8: Cochlear Implants</b></p> <p><b>Objective:</b> The purpose of this module is to review cochlear implants.  <b>Student Learning Outcomes:</b> At the end of this module, the student will:</p> <ul style="list-style-type: none"> <li>• Identify types of hearing loss for cochlear implants.</li> <li>• Describe how sound is transmitted through the devices to the user.</li> <li>• Discuss the fitting criteria and range of audiological outcomes for cochlear implant.</li> <li>• Recognize Federal and State regulations regarding maintenance of cochlear implants.</li> </ul> <p><b>PowerPoint Presentation:</b> “Cochlear Implants and the Schools”</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Tye-Murray Ch.4 Listening Devices and Related Technology pp. 147-157</li> <li>• <b>Journal Entry #8 - POST Answers to Thought Provoking Questions (5 points)</b></li> </ul> <p><b>Module 8: Canvas Table of Contents - Implanted Devices - Assigned Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Module 8: PowerPoint Presentation:</b> “Cochlear Implants and the Schools” <i>This Power Point presentation provides an overview of cochlear implant management in the public schools.</i></li> <li>• <b>Module 8: PowerPoint Presentation:</b> “Basic Review of Cochlear Implants” <i>This Power Point presentation provides a review of the basic information of how a CI works. The components of a CI and how the sound travels through the CI are concepts you should have memorized.</i></li> <li>• <b>Boys Town FAQs for Primary Care Providers Link</b> <i>FAQ for Primary Care Physicians on Cochlear Implants from Boys Town National Research Hospital</i></li> <li>• <b>Food and Drug Administration (FDA) Web Site</b> <i>Food and Drug Administration Website on Cochlear Implants</i></li> <li>• <b>Link to MED-EL Products</b> <i>From the MED-EL web site for prospective cochlear implant users</i></li> <li>• <b>Link to Cochlear Americas Products</b> <i>Cochlear America's web site for the latest cochlear implant, Nucleus 6.</i></li> <li>• <b>Link to Advanced Bionics Products</b></li> </ul>



	<p><i>From the Advanced Bionics web site for prospective cochlear implant users</i></p> <ul style="list-style-type: none"> <li>• <b>Audiograms with a CI</b> <i>Audiograms posted on the Internet by individuals with a cochlear implant. There is no audio for this ppt.</i></li> </ul>
<p><b>Week #10:</b> <b>10/27 –11/02</b></p>	<p><b>Module 9: Bone Anchored Hearing Devices</b></p> <p><b>Objective:</b> The purpose of this module is to review bone anchored hearing devices.  <b>Student Learning Outcomes:</b> At the end of this module, the student will:</p> <ol style="list-style-type: none"> <li>1. Identify types of hearing loss for bone anchored hearing devices</li> <li>2. Describe how sound is transmitted through the devices to the user</li> <li>3. Discuss the fitting criteria and range of audiological outcomes for bone anchored hearing devices</li> <li>4. Recognize Federal and State regulations regarding maintenance of bone anchored hearing devices</li> </ol> <p><b>PowerPoint Presentation:</b> “Bone Anchored Hearing Devices for Children with Unilateral Congenital Auditory Atresia Under 5 years of Age”</p> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• <b>Journal Entry #9 - POST Answers to Thought Provoking Questions (5 points)</b></li> </ul> <p><b>Module 9: Canvas Table of Contents – Bone Anchored Devices – Assigned Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Module 9: PowerPoint Presentation:</b> “Bone Anchored Hearing Devices for Children with Unilateral Congenital Auditory Atresia Under 5 years of Age”</li> <li>• <b>The bone anchored hearing device</b> <i>Snik, A., Leijendeckers, J., Hol, M., Mylanus, E., &amp; Cremers, C. (2008). The bone-anchored hearing aid for children: Recent developments. International Journal of Audiology, 47(9), 554-559. doi:10.1080/14992020802307354</i></li> <li>• <b>Another bone anchored hearing device</b> <i>Håkansson, B., Reinfeldt, S., Eeg-Olofsson, M., Östli, P., Taghavi, H., Adler, J., &amp; ... Granström, G. (2010). A novel bone conduction implant (BCI): Engineering aspects and pre-clinical studies. International Journal of Audiology, 49(3), 203-215. doi:10.3109/14992020903264462</i></li> <li>• <b>Overview of Bone Anchored Hearing Systems: Current Developments and Challenges</b> <i>This is an excellent article providing an overview of bone anchored hearing devices, candidacy including conductive/mixed hearing loss and single sided deafness, current challenges and future directions.</i></li> <li>• <b>Baha 4 Sound Processor User Manual</b> <i>Attached is user manual for the Baha® 4 Sound Processor from Cochlea Americas</i></li> <li>• <b>Instructional Videos on the Cochlear Baha 4 sound processor and bone anchored hearing device</b> <i>Instructional videos from Cochlea Americas about the Baha 4 speech processor including sound processor operations, taking care of your sound processor, audio accessories and telephone, testing and pairing your processor and Baha softband</i></li> <li>• <b>Trouble shooting the bone anchored hearing device (Baha)</b> <i>Attached is a link to a short document with information for trouble shooting</i></li> </ul>

	<p><i>the Baha® 4 Sound Processor from Cochlea Americas</i></p> <ul style="list-style-type: none"> <li>• <b>Cochlear Baha Candidate Selection</b> This website shows the audiological indications for Cochlear Baha System Candidacy.</li> <li>• <b>Oticon Medical Bone Anchored Hearing Systems</b> <i>This link takes you to the Products section of the Oticon Medical Bone Anchored Hearing System</i></li> <li>• <b>Ponto Plus Bone Anchored Hearing Device</b> This website provides an overview of the Ponto Plus wireless speech processor and Ponto Streamer</li> <li>• <b>Ponto Softband for Infants and Children</b> This website provides an overview of Oticon Medical Ponto Softband Options for Infants and Children that are too young for an implant</li> <li>• <b>Ponto Streamer and Connect Line Accessories</b> <i>This website provides an overview of the Oticon Medical Ponto Streamer and ConnectLine Accessories</i></li> </ul>
<p><b>Week #11:</b> <b>11/03–11/09</b></p>	<p><b>Module 10: Communication Strategies</b></p> <p><b>Objective:</b> The purpose of this module is to develop strategies to support parents in learning to communicate with their deaf or hard of hearing child.</p> <p><b>Student Learning Outcomes:</b> At the end of this module, the student will: use communication strategies to enhance communication</p> <p><b>Assignments</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Tye-Murray Ch. 7 Communication Strategies and Conversation Styles, p.239-276</li> <li>• <b>Journal Entry #10 - POST Answers to Thought Provoking Questions (5 points)</b></li> <li>• <b>Discussion #2 – Read and respond to two of your classmates’ (a) Early Intervention Power Point Presentation -and - (b) Sample Home Visit Session (5 points)</b></li> </ul> <p><b>Module 10: Canvas Table of Contents - Communication Strategies – Assigned Readings</b></p> <ul style="list-style-type: none"> <li>• Hands and Voices Communication <i>Information for parents from other parents in the Hands &amp; Voices organization</i></li> </ul> <p><b>Due:</b> Research paper on Saturday, November 9<sup>th</sup> at 10 pm.</p>
<p><b>Week #12:</b> <b>11/10 –11/16</b></p>	<p><b>Module 11: Aural Habilitation/Rehabilitation Planning &amp; Early Intervention</b></p> <p><b>Objective:</b> The purpose of this module is two fold. First is to synthesize information about hearing loss, children, parents, and school professionals and formulate a plan for addressing a child's auditory needs in the academic setting. Second is to learn about Early Intervention laws and strategies for working with families.</p> <p><b>Student Learning Outcomes:</b> At the end of this module, the student will:</p> <ol style="list-style-type: none"> <li>1. Recognize Federal and State laws and regulations for Early Intervention</li> <li>2. Identify components of an IFSP Plan</li> <li>3. Describe key components in development of an early intervention/aural rehabilitation plan for Deaf/hard of hearing infants and young children</li> </ol>

	<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> <ul style="list-style-type: none"> <li>• Tye-Murray, Ch.14 Infants and Toddlers pp. 519-562</li> <li>• Tye-Murray, Ch.15 School-Age Children pp. 563-610</li> <li>• Tye-Murray, Ch.16 Auditory and Speechreading Training for Children pp. 611-654</li> <li>• Tye-Murray, Ch.17 Speech, Language and Literacy pp. 655-696</li> </ul> </li> <li>• <b>Journal Entry #10 - POST Answers to Thought Provoking Questions (5 points)</b></li> </ul> <p><b>Module 10: Canvas Table of Contents - Aural Habilitation/Rehabilitation Planning &amp; Early Intervention - Assigned Readings</b></p> <ul style="list-style-type: none"> <li>• <b>California Best Practices for Early Start for Infants and Toddlers who are Deaf or Hard of Hearing</b></li> <li>• <b>Pediatrics Joint Committee Update</b></li> <li>• <b>Folder - Sample Section of SKI-HI</b></li> <li>• <b>Hearing Aids and Babies</b> <i>This is a link to My Baby's Hearing a web site of Boys Town National Research Hospital.</i></li> <li>• <b>Hearing Aid Choices for Babies</b> <i>My Baby's Hearing, Boys Town National Research Hospital</i></li> <li>• <b>Interpreting Audiograms and Reading reports</b> <i>For each audiogram provided, determine the pure-tone air conduction thresholds, bone conduction thresholds, air-bone gap, comment on the immittance audiometry and the speech audiometry.</i></li> <li>• <b>Interpreting Audiograms</b> <i>Review audiograms</i></li> </ul>
<b>F2F Session 11/15<sup>th</sup> &amp; 16<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• <b>Guest Speaker:</b> Antonina Cardinali, Auditory-Verbal Therapist &amp; D/HH Specialist</li> <li>• <b>Topic:</b> Auditory-Verbal Approach &amp; Early Intervention</li> <li>• <b>Guest Speaker:</b> Dr. Nancy Delich –Social Work Professional</li> <li>• <b>Topic:</b> Building Self-Efficacy with D/HH Children</li> </ul>
<b>Week #13: 11/17 –11/23</b>	<ul style="list-style-type: none"> <li>• <b>Due:</b> TPQs (Modules 6 – 11) uploaded to Canvas by Thursday, November 21<sup>st</sup> at 10 pm</li> </ul>
<b>Between 11/22 at 6 am and 11/25 at midnight</b>	<ul style="list-style-type: none"> <li>• <b>Online Midterm #1 Examination (Modules 6 through 11):</b></li> <li>• <b>Due:</b> Midterm 1 scheduled to be taken online (via Canvas) from Friday, November 22<sup>nd</sup> at 6 am until Monday, November 28<sup>th</sup> at midnight.</li> </ul>
<b>Week #14: 11/24 –11/30</b>	<ul style="list-style-type: none"> <li>• <b>Work on Early Intervention Power Point Presentation and Sample Plan</b></li> <li>• <b>Thanksgiving Recess (11/27 – 29)</b></li> </ul>
<b>Week #15: 12/01–12/07</b>	<ul style="list-style-type: none"> <li>• <b>Work on Early Intervention Power Point Presentation and Sample Plan</b></li> </ul>
<b>Week #16: 12/08 –12/14</b>	<p><b>Final Project: Aural Habilitation/Rehabilitation Project and Sample Plan Presentations</b></p> <ul style="list-style-type: none"> <li>• <b>Due:</b> Aural Habilitation/Rehabilitation Program PowerPoint Project uploaded to Canvas on December 12<sup>th</sup> by 10 pm</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Due: Aural Habilitation/Rehabilitation Sample Plan uploaded to Canvas on December 12<sup>th</sup> by 10 pm</b></li> </ul>	
<p><b>Between 12/13 at 6 am and 12/16 at midnight</b></p>	<p><b>Threaded Discussion - Final Project: Aural Habilitation/Rehabilitation Project and Sample Plan Presentations</b></p> <ul style="list-style-type: none"> <li>• <b>Threaded Discussion for Final Projects due between Friday, December 13<sup>th</sup> at 6 am until Monday, December 16<sup>th</sup> at midnight.</b></li> </ul>	

**Classroom Behavior:**

Please use netiquette while participating on-line. There is a good source on the “Welcome Letter” that was emailed to each student and is also posted on the announcement section of Canvas.

Students are encouraged to ask other students for general assistance by posting their questions on the discussion boards. Direct questions regarding the quizzes or exams are inappropriate as some students may have not yet taken the tests.

Please be on time for the practicum portion scheduled at California State University, Fresno. Any student who misses more than 30 minutes of the on-campus portion of the class will receive zero points. As a courtesy to others, please turn off all pagers and cell phones. Be respectful and considerate of others.

“The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concern should be expressed in terms which are supportive of the leaning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

**Students with Disabilities:**

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

**Honor Code:**

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration).
- b. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

**Cheating and Plagiarism:**

“Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating

which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from zero points to a grade of an F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University catalog (Policies and Regulations). As an on-line course, you must always use your best ethical judgment.

**Drop for Serious and Compelling Reason:**

A request to drop a class for serious and compelling reasons must be completed in ink and on an add/drop card and must be approved by the instructor, the department chair and the Dean of the School. Documentation will be required prior to approval of a drop for serious and compelling reasons. Failing or performing poorly in a class are not an acceptable serious and compelling reason within the university policy, nor is dissatisfaction with the subject matter, class, or instructor. If for some reason you are not in a position to take this class and would like to drop it, please do so during the regular drop period.

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**Computers:**

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Subject to Change:**

This syllabus and schedule are subject to change in the event of extenuating circumstances. It is your responsibility to regularly (suggested at least every other day) check on announcements that may be posted on Canvas.